



ENGLISH CLUBS

THE CONCISE GUIDE
FOR LEADERS AND MEMBERS



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ENGLISH CLUBS:

THE CONCISE GUIDE FOR LEADERS AND MEMBERS

Kathleen F. Malu, Ph.D.



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ENGLISH CLUBS: THE CONCISE GUIDE FOR LEADERS AND MEMBERS

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INTRODUCTION



Club Members celebrate their success at the English Clubs Festival in Togo.

If you are reading this *Introduction*, it is probably because you want to practice English. This is an important first step—congratulations!

Welcome to the worldwide community of English speakers and those who want to practice and improve their English!

This *Guide* gives you strategies for creating and sustaining an English Club. It also provides you with ideas that will excite, inspire, and encourage you to practice English and create positive changes in your communities.

The focus of this *Guide* is on practicing English—not on teaching English, although some sections in this *Guide* may seem similar to a textbook because some topics include definitions of useful vocabulary and

expressions. Nevertheless, as you focus on practicing English, I am sure that your vocabulary knowledge and ability to speak English will increase. How? Because you will be engaged in meaningful conversations and activities. You will also find that your confidence—and that of Club Members—in conversing, reading, and writing in English will improve.

This *Guide* is a condensed version of three other sources. If you want more ideas and information about English Clubs, see these publications: *The English Club Leader Guide*, *The English Club Member Handbook*, and *The Readers Club Handbook* at: www.americanenglish.state.gov as well as the *English Teaching Forum* article, “Community-Based English Clubs: English Practice and Social Change Outside the Classroom” at: <https://americanenglish.state.gov/resources/english-teaching-forum-volume-54-number-3#child-2162> and the English Club webinar recording “Creating and Sustaining English Language Clubs to Enhance English Learning” at: <https://americanenglish.state.gov/resources/american-english-webinars#child-2146>.

Now, please turn to the next section, *Getting Started*. Here you’ll find more about English Clubs and how you can start one in your community.

Good luck! Have fun! Practice English! Help your community!

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SECTION 1: GETTING STARTED

Suggestions for Using this Guide

This *Guide* is divided into three sections:

- Section 1: Getting Started
- Section 2: For English Club Members
- Section 3: For the English Club Leadership Team

Section 1: Getting Started gives you ideas about how to start an English Club. Everyone who is interested in creating and launching an English Club should read this section. Topics include:

- Suggestions for using this *Guide*
- What is an English Club?
- How is a Leadership Team different from Members?
- How is an English class different from an English Club?
- Talking about sensitive topics: Trauma and mental health; and
- The first English Club meeting

Section 2: For English Club Members has topics and activities for Club meetings. Members will use this section during Club meetings based on the directions given by the Club Leader. Topics in this section include *Democracy, Freedom of Expression, Leadership, Refugees, and Love and Marriage*. Activities in each topic will provoke thoughtful conversations during English Club meetings. For each topic, there are activities such as:

- Background information
- Skits
- Interviews and guest speakers
- Debate topics
- Reading and writing activities
- Vision boards
- Action plans

Section 3: For the English Club Leadership Team contains information about how to set up, manage, and lead Club meetings and activities. People who want to organize an English Club and the Club Leadership Team who are elected during the first Club meeting should read this section because it includes:

- Directions for how to organize Club meetings
- Techniques to use during Club meetings
- Problems and solutions for Club meetings
- Strategies for active listening and brainstorming
- Directions for organizing activities including skits, interviews, role-plays, debates, reading and writing activities, vision boards, and action plans

Now, continue reading to find out how to create and launch your English Club.

What is an English Club?



An English Club is:

- A group of people—Club Members—who meet regularly to practice speaking, listening, reading, and writing in English.
- A series of regularly scheduled meetings where Members practice English and help the community solve problems.

Why start an English Club?

- English is a global language.
- Knowledge of English can help people in their jobs and with international business.
- Knowledge of English can help people get work online with international companies.



6 English Clubs: The Concise Guide for Leaders and Members

- Members can have fun, interesting, thoughtful, and provocative conversations in English.
- English Clubs can solve problems in the community—while practicing English.

Who can join an English Club?

- Everyone who wants to practice English.
- Anyone who wants to practice English, no matter who they are.

Where can the English Club meet?

- At a convenient place for Members.
- In American Corners, American Spaces, or American Libraries.
- At public places such as a school, library, church, or park, or a Member's house.
- At a place with easy access to public transportation.

When can the English Club meet?

- At a convenient time for Members.
- Once a week, twice a month, or once a month—at a convenient time for Members.
- In the evening for professionals, Saturday afternoons for secondary students, or Saturday nights for university students—at a convenient time for Members.



- Before or after a religious service.
- At a time that is agreed to by the Members and the Club Leadership Team.

For how long can the English Club meet?

- Members can decide whether Club meetings are one or two hours, and for one year or many years.

What happens during English Club meetings?

- After the first meeting, or within the first few, Members choose the Club Leadership Team and establish a meeting time, date, and place.
- Leaders organize meetings on topics of interest to Club Members, using *Sections 2 and 3* of this *Guide* and other resources.
- Members—guided by the Leaders—use *Section 2* of this *Guide* and other resources during meetings.
- Club meetings are conducted in English.
- Leaders and Members participate in conversations, skits, role-plays, interviews, debates, reading and writing activities, and community events to help improve the community.

A note about atmosphere ...

- The goal of the English Club is to practice English.
- Club meetings have a Leadership Team and Members.
- The Leadership Team and Members are equal and treated respectfully.
- Club meetings are fun, interesting, supportive times when everyone practices English.
- Club meetings are NOT a time to teach English—they are a time to practice English.
- Leaders are NOT teachers—they are coaches and guides for Members.
- Club meetings give Members opportunities to experiment and play with English.
- Leaders and Members must be kind, caring, and thoughtful.
- Leaders and Members must be supportive, encouraging, and respectful.
- Club meetings must be safe, supportive places where people talk about topics or ideas without fear.
- Club meetings have like-minded people who want to practice English and help their community.

For more information about English Clubs, go to:

1. The American English webinar at: <https://americanenglish.state.gov/resources/american-english-webinars#child-2146>
2. The *Forum* article, “Community-Based English Clubs: English Practice and Social Change Outside the Classroom” at: <https://americanenglish.state.gov/resources/english-teaching-forum-volume-54-number-3#child-2162>
3. *The English Club Leader Guide*, *The English Club Member Handbook*, and *The Readers Club Handbook* at: www.americanenglish.state.gov

Good luck!

Practice English!

Help the community!

Have fun!



Leadership Team	Members
<ul style="list-style-type: none">• Emails or calls Members when needed (for example: wish Members a happy birthday, ask about attendance)	<ul style="list-style-type: none">• Give each other birthday wishes, support Members to attend meetings• Use <i>The English Club Member Handbook</i>

How is an English class different from an English Club?

Although anyone can organize an English Club, English teachers who may want to organize English Clubs at their schools or in their community must know and understand the differences between an English class and an English Club.

In many English classes, the teacher stands in front of the classroom. Students sit and listen to the teacher. Students answer the teacher’s questions, and the teacher decides if the answers are right or wrong. The atmosphere in English classes is often very formal. Students study, concentrate, and memorize what the teacher tells them. English classes are usually held during regular school hours.

In English Clubs, the teacher is a facilitator. If the teacher is elected to the Leadership Team, the teacher must remember to facilitate—not teach. The teacher must be a guide, a coach. Everyone who attends English Club meetings are called Members—not students. Members actively participate

in Club activities because they want to practice English. They do not study—they practice English by doing fun, interesting, and enjoyable activities. Practice focuses on the creativity and complexity of language. Members enjoy attending Club meetings because the atmosphere is relaxed and playful. Clubs meet at times that are convenient for Members.

Talking about Sensitive Topics: Trauma and Mental Health

There are violent conflicts worldwide, inside countries and between them. In homes all over the world, families experience domestic violence. Violence can be ongoing or happen and end quickly. Violence can hide—under the surface—for a long time.

Adults and children who survive violence may have physical wounds—on the face, arms, or legs. Some physical wounds we can't see—on the stomach, back, or thighs. Some wounds we can only feel—in our hearts and minds. These are psychological wounds.

Violent experiences cause psychological wounds—trauma—and may cause other mental health problems. Most adults and children who survive violence have trauma—this is very common.

Sometimes, trauma is visible. Adults and children may shout and act violently or aggressively. They may wander around town. They may have dirty clothes and bodies. They may eat or sleep a little. They may cry, have headaches or stomachaches, feel short of breath, nauseous, or weak—and there won't be a medical illness.* They may not want to talk, laugh, or play. They may have nightmares (bad, scary, violent dreams). They may

worry most of the time, feel nervous, never feel at peace, always expect bad things to happen, and/or be afraid of getting sick or dying.*

Adults may drink alcohol and physically abuse family members. Many times these events happen in secret, and the family is afraid to speak. In school, children may not concentrate. They may not smile or play. They may fight a lot with other children. These reactions are normal, and not all children will react in the same way.*

People with trauma may not understand that they have trauma—and friends and family may not understand either. Medical people—doctors and nurses—and community leaders—mayors, police, and church officials—should help people with trauma get medical help.

It is common for people with trauma to experience trauma again when something makes them remember the violence. This is called **re-traumatization**.

Some Club meeting topics may be difficult to discuss. The topic may touch a violent memory. When this happens, Members may become quiet, angry, sad, or unstable.

The Club Leadership Team and Members must be very sensitive to the possibility of re-traumatization. The Club Leader should find a doctor or nurse to help Members with trauma. Or, it may be necessary to stop a Club meeting or give Members time to share their story. Maybe a Member will need to leave the Club meeting or speak quietly with a friend outside the meeting. Everything possible should be done to support the mental health and safety of the Members, even if it means asking a Member to leave the meeting and return after receiving help from a professional.

The Club Leadership Team and Members must remember that Club meetings should be a safe place for everyone to find sympathy and encouragement—to practice English and share opinions, thoughts, and stories. The Club Leadership Team and Members should never talk about each other after the meeting unless talking to a doctor or mental health professional.

*Adapted from UNICEF.

UNICEF. “The Psychosocial Care and Protection of Children in Emergencies: Teacher Training Manual.” toolkit.ineesite.org/toolkit/INEEcms/uploads/1064/Psychosocial_Care_and_Protection.PDF. Accessed 27 Jan. 2017.

The First English Club Meeting

Preparing for the First Meeting

The people who want to create an English Club (called “organizers”) should:

- Decide on a date, time, and place to meet.
- Reach out to and invite friends, family members, and/or professional colleagues who may be interested in joining an English Club and give them the information about the meeting.
- Tell everyone who wants to come to the meeting to bring a pen/pencil.
- Prepare enough slips of paper for voting ballots—these pieces of paper should be blank and the same size.

- Organize the meeting room and make sure there are enough chairs for everyone.

The First Club Meeting Agenda: Step-by-Step

1. The organizers should:

- Welcome the attendees;
- Encourage attendees to take seats and be attentive during the meeting;
- Ask the attendees to introduce themselves to the group, telling each other why they want to join the Club and what they hope to do at Club meetings; students might want to tell each other what their fields of study are; professionals might want to tell each other what their jobs are;
- Encourage the attendees (depending on how many are present) to speak for no more than five minutes.

Another way to begin the meeting is to ask the attendees to:

- Introduce themselves to their neighbor, the person sitting on their right or left;
- Present their neighbor to the group.

2. Next, the organizers should:

- Explain what an English Club is (consider using *What is an English Club?* on [page 5](#)) and what they want to do in the English Club;



- Ask attendees to share their ideas about what they want to do in the Club using a format similar to the one they used to introduce Club Members to each other;
- Explain about and hold elections for the Club Leadership Team (see below);
- Create a list of club rules that all Members agree to respect (see [page 18](#));
- Decide on the next meeting date, time, and place;
- Thank everyone for their attendance and participation.

Note: It is not necessary for the organizers to follow the agenda above exactly—this is a suggested agenda. It is important to adapt and modify the agenda so that it meets the needs of everyone interested in creating an English Club.

Club Election Procedures

Organizers should follow these rules for holding a democratic election for the Club Leadership Team.

1. Organizers invite Members to serve on the Club Leadership Team.
2. Organizers ask a volunteer to be a Timekeeper (to keep watch on the time and help supervise the election). The Timekeeper may not run for office.
3. Ballots (small pieces of paper, prepared in advance) are given to the Timekeeper.

4. Organizers explain the possible roles and responsibilities for each of the Leadership Team positions: Leader (President), Associate Leader (Vice President), and Secretary (Assistant) (see [page 153](#)).
5. Club Members either self-nominate or nominate Members as candidates for each Leadership Team position.
6. All Candidates accept—or decline—the nomination.
7. All Candidates for Leader (President) stand in front of the Members and explain why they want to lead (speeches should be no more than three minutes each).
8. At the end of the speeches, Candidates answer questions from Club Members. The Timekeeper sets a reasonable length of time for questions and answers.
9. Steps 5, 6, 7, and 8 are repeated for the positions of Associate Leader (Vice President) and Secretary (Assistant).
10. When these steps are completed, the Timekeeper asks for two Member-Volunteers (they may NOT be candidates) to help distribute the ballots—one to each member, including all the Candidates—and witness the tally count.
11. Members vote in silence, writing the names of their choices for each of the three positions on the ballot.
12. Members deposit their ballots in a box at the front of the meeting room and return to their seats.
13. When all Members have deposited their ballots, the Timekeeper and the two Member-Volunteers open and read aloud the names on each ballot.

14. The Timekeeper makes a public tally of each vote (preferably on a chalkboard or paper easel) in view of all Club Members.
15. When all the ballots are recorded, the Timekeeper and Member-Volunteers count up the votes and announce the winners.

Note: Ballots with any errors including inaccurate names, more than three names, or names of two candidates for the same position must be eliminated from the tally. Such errors void these ballots. These ballots are invalid and must not be counted.

For more information about election procedures and different kinds of leadership configurations, see the webinar at: <https://americanenglish.state.gov/resources/american-english-webinars#child-2146> and the *Forum* article, “Community-Based English Clubs: English Practice and Social Change Outside the Classroom” at: <https://americanenglish.state.gov/resources/english-teaching-forum-volume-54-number-3#child-2162>.

Club Rules

Equally important at the first Club meeting (or within the first few meetings) is the creation of club rules. These rules should come from the Members and should address roles, responsibilities, and procedures that the Leadership Team and Members will follow. The most effective club rules should support and promote the goals and values of the Club Members. Below is a sample list of club rules that one English Club created:

- The Leadership Team and Members must attend all meetings.
- The Leadership Team should arrive early, and Members must be on time.
- The Leadership Team and Members must respect all opinions.
- The Leadership Team and Members must make sure that boys/men and girls/women participate equally.
- No one must talk about politics or use the names of government officials.
- When the Leader is absent, the Associate Leader (Vice President) or the Secretary (Assistant) leads the meeting.
- Members who can't attend a meeting must tell another Member or the Secretary.
- No one must talk about religion.
- Everyone must respect each other.
- Club meetings are not the place for finding a husband or wife.

Conclusion

Congratulations! Once you have held elections and created the club rules, your Club is ready to hold regular meetings. The Leadership Team should read *Section 3* beginning on [page 153](#). During meetings, the Club can use activities in *Section 2* and other Club resources found at: www.americanenglish.state.gov.

It is important for the Leadership Team and Members to remember that English Clubs should meet Club Member needs and goals. Information, topics, and ideas in this *Guide* are suggestions. Clubs should develop their own activities, modifying the ideas presented here as needed, and use these ideas as springboards for making English Clubs unique experiences that are meaningful for each Club.

Please remember this: There is no one right way to organize and run an English Club! Each Club should be unique because it should address the needs and desires of Members and the Leadership Team.



Good luck!

Practice English!

Help the community!

Have fun!

SECTION 2: FOR ENGLISH CLUB MEMBERS

Introduction

If you are reading this section, then you are probably an English Club Member interested in practicing English. Welcome! Congratulations on taking this important step in improving your English. *English Clubs: The Concise Guide for Leaders and Members* will give you and your Club Leadership Team topics and activities that you can use in Club meetings.

As a Club Member, please follow the directions from the Club Leader when using *Section 2*. This section gives you a few topics you can talk about during English Club meetings. You will find many more topics online at: www.americanenglish.state.gov.

As a Club Member, do you have any responsibilities to the Club? Yes, you do! Here are a few responsibilities you have. Your Club may decide that you have a few more, or different, responsibilities when you meet. Unless your Club decides differently, you should:

- Attend all meetings.
- Come on time—or a few minutes early—for Club meetings.
- If you will be absent, tell the Leadership Team—if you can't reach someone on the Leadership Team, tell another Club Member to report your absence.
- If the Leader asks you to prepare something for a meeting, be sure to come prepared with whatever you are asked to bring or do.
- Follow the club rules—Club Members and the Leadership Team will create these.

- Be open and honest with Club Members.
- Remember that the goal of the Club is to practice English, have fun, and help your community.

Before going further, your Club Leader may want you to practice two important techniques. These are called:

- Active listening
- Brainstorming

Follow the directions from your Club Leader as you learn to use these techniques. Below are the rules you should follow when using these techniques.

Active Listening

Before we can understand others, we must walk a mile in their shoes. Before we can walk in other people's shoes, we must first take off our own.*

- Listen to the words and feelings of the Member.
- See the world and feel the world through the Member's eyes—empathize with this person.
- Try to understand the Member's feelings.

Rules for Active Listening

- Let's not think about our opinions—let's listen to each other.
- Let's try not to judge others.
- Let's try to understand each other as if we are walking in each other's shoes.



- Let's listen with:
 - Our ears;
 - Our eyes;
 - Our hearts.
- Let's watch for non-verbal signs when Members talk.
- Let's allow Members to talk and then ask them to explain further.

Below are questions that Members can ask each other when using active listening:

- Could you explain further?
- Can you tell me more about _____?
- I want to try to summarize your idea—may I?
[Member summarizes the other's idea.]
- Let me check. Did you say _____? [Member summarizes the other's idea.]
- You said _____. Is this correct?
- I want to try to restate your opinion without criticizing you—may I?

*<http://grammarist.com/phrase/walk-a-mile-in-someone-elses-shoes/>

*Practicing Active Listening: A Skit**The Characters*

Narrator (N)	Anne (A)	Martin (M)	Club Leader (CL)
--------------	----------	------------	------------------

N:	The English Club is talking about the advantages and disadvantages of a dowry, the money or objects that a woman's family gives to their future son-in-law when she marries him. Anne and Martin tell each other their opinions about dowry. Martin has just finished his explanation, and Anne is trying to understand his point of view and express hers too. The Club Leader wants to be sure they are using active listening.
M:	This is why I'm in favor of a dowry.
A:	OK. You say you favor the dowry because it gives respect to the woman. Am I right?
M:	Yes, you're right.
A:	Now, I disagree with you. Don't you know that a man will choose the woman with the highest dowry?
M:	But that's stupid. Why would ... ?
CL:	Stop Martin. Stop. First of all, Anne didn't finish her point. Second, you didn't summarize her idea before giving yours. Third, we don't use words like "stupid" in this Club.
M:	I apologize.

A:	So, I wanted to say that the family will let their daughter marry the man with the best future—someone who will earn a lot of money. Should women be given away for money?
M:	OK. That's not going to happen because ...
CL:	Stop. What did Anne say?
M:	You're right. Anne thinks the family will give their daughter to the richest man—not to someone who might love her. But I disagree ...
CL:	Just a second. Anne, do you think Martin sees your point?
A:	No.
CL:	Martin, would you please try again? Or should Anne repeat her idea?
N:	Martin repeats Anne's idea. At the end of the conversation, everyone agrees that active listening is not easy to do but it helps everyone have a respectful conversation, especially when topics are controversial and difficult.

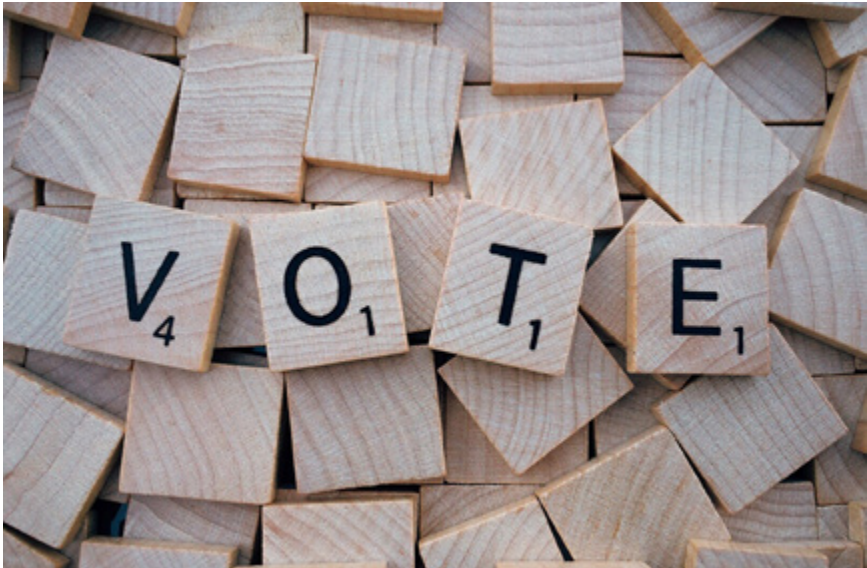
Brainstorming

Rules for Brainstorming:

- Everyone has ideas.
- All ideas are good.
- Don't criticize any ideas.
- Don't debate any ideas.
- No idea is crazy or bad.
- Use one idea to create a new idea.
- Give lots of ideas.
- Be creative, funny, crazy!



Democracy



Introduction

This section explores democracy with several activities including a skit, an interview with Joshua Wong, the founder of a group of young people fighting for free elections, and two stories from different countries. Quotations from world leaders give ideas about what democracy means around the world. This topic examines the question: What does democracy mean to us?

Can't You Vote Another Day? A Skit

Useful Vocabulary and Expressions

First	The first time for something
Semester	One of two eighteen-week periods of instruction which divide an academic year
Credit card	A card that allows purchases on credit
Dorm	Dormitory; a residence hall that provides rooms with multiple beds for students
Polling station	A place where people go to vote in an election
Vote	To make an official choice for or against someone or something by casting a ballot, raising a hand
Election	The act or process of selecting someone for a public office by voting
Flat out	In a very clear or direct way
Hover	To stay very close to a person or place
Cafeteria	A place where people get food at a counter and carry it to a table for eating
Park	To leave a car in a particular place
To roll one's eyes	To move one's eyes up and around as a sign of annoyance or impatience
Bored	Feeling tired and annoyed because there is nothing interesting or new to do or see
Awesome	Extremely good

Elect	To select someone for a position or job by voting
Amazing	Causing great surprise or wonder
Receive	To get or be given something
Sticker	A piece of paper with a picture or writing on it and a sticky substance on its back that is used to attach it to a surface
Wave	To move your hand or something held in your hand usually in a repeated motion in order to signal or greet someone
Clap	To hit the palm of your hands together usually more than once

Can't You Vote Another Day? A Skit
The Characters

Narrator (N)	Farah (F)	Nadine (Na)	Jody (J)	Mom (M)	Little Boy (LB)
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N:	Three young ladies are excited about a lot of firsts this year. It is their first semester in their first year of college. It is the first time they have lived in a dorm away from their parents. They got their first credit cards last week, and today, they are going to the polling station to vote in their first election.
----	--

- F:** Wake up ladies! We've got to get to breakfast so we can go to the **polling station** before class.
- Na:** Farah! It's six a.m. You're just **flat out** mean to wake us up at six a.m.
- F:** Nadine! We all have eight o'clock classes. If we don't go and get in line, we won't be able to get to class on time.
- J:** OK! We're getting up. Just **hover** somewhere else till I wake up.
- F:** Now that you are both up, I'm going to breakfast. I'll see you both there in fifteen minutes.
- J:** Tyrant!
- F:** (laughing)
- N:** The ladies get ready and meet Farah at the campus **cafeteria** for a quick breakfast. After breakfast, they walk together to Farah's car, get in, and drive to the **polling station**.
- Na:** Here we are! Look, there's the **polling station**.
- F:** Well done! I'm going to let you two get out and get in line while I **park**.
- N:** Jody and Nadine get out of the car and stand in line behind a woman with a seven-year-old little boy and a baby.
- LB:** Mom, why do we have to stand in line today? It's too early. I want to go back to sleep.
- M:** Mommy has to **vote** today.
- LB:** Can't you **vote** another day or when I'm at school?
- M:** No, honey. I have to **vote** today, and this is the only time I have free.

LB:	Voting is stupid.
N:	The mother does not say anything. She rolls her eyes . Nadine is very upset by the mother's reaction to the little boy's comments, and she thinks about how to teach him the importance of voting in an interesting way. Then she has an idea. She decides she will be really excited about voting and she will talk about how important it is with her friends. The little boy is bored and will probably listen, she thinks.
Na:	What time is it?
J:	Six-thirty. Why?
Na:	Yay! We only have thirty more minutes till we can vote ! This is so amazing . I can't wait.
F:	Nadine, you're so excited to vote . You're dancing. That's awesome .
Na:	Of course I'm excited. This is the time when we, the people, speak. This is the time when we make laws, when we elect men and women to serve and protect our institutions. This makes our country stronger and freer. It makes our lives comfortable and gives us lots of opportunities. Voting helps us protect our rights as citizens and the rights of our children. To protect our democracy and to vote are the most important jobs we have as citizens.
N:	The little boy, bored with standing in line, listens to Nadine, Jody, and Farah talk about the importance of voting. When the polling station opens, he grows very excited. The line to vote takes longer than expected, and his mom begins to talk about leaving to get him to school on time. The little boy stops her by saying:

- LB:** No, mom. We cannot leave now. You must be a good citizen and protect my rights and my sister's rights until we are able to **vote**. My teacher will understand.
- N:** The little boy's mother agrees, and they wait. Soon the line moves forward and the little boy's mom and the ladies **vote**. After voting, Farah, Nadine, and Jody each **receive a sticker** that reads, "I **voted**." As they come out of the **polling station**, a car drives by. In the back seat, the boy **waves** at Nadine and proudly holds the **sticker** up to the window for her to see. Nadine **waves** back and **claps** her hands.

Conversation Questions: Choose a Few to Talk About

1. What is your opinion of Nadine?
2. What is your opinion of the boy's mother?
3. How does the little boy change during the skit?
4. Do you agree with the ideas that Nadine presented about the importance of voting? Why or why not?
5. Do you think it is important to vote? Why?
6. Imagine the little boy is at school. What do you think he does with the sticker?

An Interview with Joshua Wong

Useful Vocabulary and Expressions

Demonstration	A public group display of feelings towards a person or cause
Protest	An organized public demonstration of disapproval
Indifferent	Lack of interest or enthusiasm
To throw away	To get rid of or give away
To have a voice	To have a right or power to influence or make a decision about something

An Interview with Joshua Wong

The Characters

Interviewer (I)	Joshua Wong (JW)
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I:	Joshua Wong, it is a pleasure to have the chance to interview you today. For those of you listening to the radio today, Joshua Wong is the leader behind Scholarism, a student group that led demonstrations in Hong Kong to protest for free and fair elections. We'll be discussing why he organized the protests and what's next for this remarkable young man. Joshua, you were seventeen years old when you staged a pro-democracy protest that grew to 200,000 people at one point. How do you feel about that?
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JW: My purpose was to raise political awareness of the new generation. Many believed that we were **indifferent** to politics. As you can see, this is not true. The youth of Hong Kong are very interested in politics because it directly affects us.

I: You faced the possibility of jail time for your role in the **protests**. Was it worth it for you? Didn't you think you were **throwing your life away**?

JW: This is my home and my future. I want to take care of the community I am living in so that when the "one country, two systems" agreement ends in less than fifty years, my family and community are protected. We should be allowed to elect and vote for whomever we want in our community. We are in great danger of losing our basic human rights with the changes we are seeing in the government. So, no, I am not **throwing away** my future. I am protecting it. If it means going to jail, I will do so.

I: The point of the movement was for Hong Kong to get free elections. You were not successful. Do you feel that you failed?

JW: Absolutely not. We want free elections, but what is more important is to energize the youth of Hong Kong and to show them that **they have a voice**. I think it's also more important for the youth to continue to develop critical thinking, stay informed politically, care about the fate of Hong Kong, and take care of our great city and country. We should be independent thinkers. This is important, and it was these ideals that were sparked by the movement.

I:	How do your parents feel about your activities?
JW:	My parents have always been supportive of me and my activities. They understand what I am fighting for.
I:	Thank you, Joshua Wong. It has been a pleasure talking with you today, and I wish you the best of luck.

This interview is based on:

Garber, Jonathan. “This 19-year-old Started a Massive Protest Movement in Hong Kong – and Now the Government Is Putting Him on Trial.” *Business Insider*, 28 Feb. 2016, www.businessinsider.com/joshua-wong-interview-trial-protest-movement-hong-kong-2016-2.

Wen, Philip. “Joshua Wong, the Teen Who Shook Hong Kong’s Future.” *The Sydney Morning Herald*, 26 Sept. 2015, www.smh.com.au/world/the-teen-who-shook-a-hongkong-generation-into-action--future-in-joshua-wongs-hands-20150924-gju55k.html.

Conversation Questions: Choose a Few to Talk About

1. What is your opinion of Joshua Wong?
2. Do you think it is worth going to jail to stand up for your beliefs?
3. Should Joshua Wong’s parents allow him to participate in these activities? Why or why not?
4. Would you participate in a protest or other activities to preserve your rights?
5. Do you think it is important to be involved in politics? Why?
6. What is the best way for you to be involved in politics?

Quotations about Democracy: A Conversation

Let's think and talk about these questions:

- What kinds of governments do we know?
- What is democracy?
- What does “democracy” mean?

After answering the questions above, think about this definition of democracy:

- Democracy is a form of government. All citizens can participate equally—either directly or through elected representatives, indirectly—in the creation of laws and other regulations that the society uses.

Useful Vocabulary and Expressions

Safeguard	Something that provides protection against possible loss or damage
To worship	To honor or respect someone or something as a god
To interfere	To become involved in the activities and concerns of other people when this involvement is not wanted
Keen	Having or showing an ability to think clearly and to understand what is not obvious or simple about something

Notion	An idea or opinion
Pedestal	The base of a column or other tall object
To surround	To be on every side of something or someone
Beget	To cause something to happen or exist
Tyranny	Cruel and unfair treatment by people with power over others
Departure	The action of leaving, moving away from something
Wolves—a wolf	Large wild animals that are similar to a dog and that often hunt in groups
Lamb	A young sheep
To undermine	To make someone or something weaker or less effective usually in a secret or gradual way

Now, let's read the following quotations about democracy. As we read, let's try to decide which quotes we prefer. We can also think about these questions:

- What do each of the quotations mean?
- Which quotations interest you? Why?

Quotations

1. To safeguard democracy, the people must have a **keen** sense of independence, self-respect and their oneness.

—*Mahatma Gandhi*

2. My **notion** of democracy is that under it the weakest should have the same opportunity as the strongest. That can never happen except through non-violence.

—*Mahatma Gandhi*

3. In a true democracy, every man and woman is taught to think for himself or herself.

—*Mahatma Gandhi*

4. It is the people who control the Government, not the Government the people.

—*Winston S. Churchill*

5. Democracy begins with freedom from hunger, freedom from unemployment, freedom from fear, and freedom from hatred.

—*Vandana Shiva*

6. My people are going to learn the principles of democracy, the dictates of truth and the teachings of science. Superstition must go. Let them **worship** as they will; every man can follow his own conscience, provided it does not **interfere** with sane reason or bid him against the liberty of his fellow-men.

—*Mustafa Kemal Atatürk*

7. You see these dictators on their **pedestals**, **surrounded** by the bayonets of their soldiers and the truncheons of their police ... yet in their hearts there is unspoken fear. They are afraid of words and thoughts.

—*Winston S. Churchill*

8. Secrecy begets **tyranny**.

—*Robert Heinlein*

9. Protest beyond the law is not a **departure** from democracy; it is absolutely essential to it.

—*Howard Zinn*

10. Democracy is not freedom. Democracy is two **wolves** and a **lamb** voting on what to eat for lunch. Freedom comes from the recognition of certain rights which may not be taken, not even by a 99% vote.

—*Marvin Simkin*

11. I am a firm believer in the people. If given the truth, they can be depended upon to meet any national crises. The great point is to bring them the real facts.

—*Abraham Lincoln*

12. Democracy is necessary to peace and to **undermining** the forces of terrorism.

—*Benazir Bhutto*



Conversation Questions: Choose a Few to Talk About

1. Which of these quotes is your favorite and why?
2. How are all these quotes related to democracy?
3. Which of the quotes do you feel is not about democracy?
4. Create your own quote about what democracy means to you.
5. Who created the most favorite quote? Why is it so popular?

Is It Easy to Live in a Democracy? Two Short Stories

It is not always easy to live in a democracy. It is important that all citizens in a democracy participate. In this section, there are two short stories from two different countries. Each story is true.

Before reading the two stories, review the vocabulary and expressions below.

Useful Vocabulary and Expressions

Protest	An organized public demonstration of disapproval
Naïve	Inexperienced; innocent
To fail	To not succeed; to end without success
Law	A rule made by the government of a town, state, country
To vote in support of something	To make a choice that gives victory for the choice
Staff	A group of people who work for an organization or business

Donate	To give [money, food, clothes] in order to help a person or organization
To promote	To make someone more determined, hopeful, or confident
Gun control	Laws or policies that control the distribution or sale of guns
To meet someone's demands	To do what someone wants

Now, read the two true stories below and think about this question:

- Are these stories about democracy—or are they about something else?

Story 1: Protests in Hong Kong

In Hong Kong, student **protests** began at the end of September 2014. Students and many intellectuals were angry with the way the Chinese government wanted to choose candidates in the 2017 election. Tens of thousands of students **protested** in the streets in September and October.

By mid-November, a few hundred protesters remained. Three students tried to get on an airplane and go to Beijing, the Chinese capital city. They wanted to speak with the Chinese government. The Chinese government stopped them at the airport. The government called the students “**naïve**” and told the Chinese people that the protesters **failed**. The students promised to continue their **protest** until **their demands were met**.

Adapted from:

BBC. “Hong Kong Protest Leaders Denied Beijing Flight.” *BBC*,
15 Nov. 2014, www.bbc.com/news/world-asia-china-30067035.

Story 2: Stealing Democracy or Buying it?

Before 2008, New York City had a **law** that said the Mayor of New York City can be mayor for only two terms—eight years. Voters in New York City voted **in support** of this **law** two times.

In October 2008, the New York City Mayor asked the City Council to change this **law**. He wanted to change from two terms to three terms—twelve years. The City Council members **voted in support** of this change in the **law**. In 2009, this mayor was elected to a third term.

This mayor has a net worth of more than \$30,000,000,000 American dollars from his private businesses. When he was mayor, he spent \$268,000,000 American dollars of his money on his re-election campaigns. He spent \$890,000 American dollars to give free breakfast and lunch to his **staff**. He **donated** \$30,000,000 American dollars to a museum. He gave \$30,000,000 American dollars to help young men. He gave \$7,000,000 American dollars to **promote gun control**. As mayor, his salary for three terms in office was \$2,700,000 American dollars, but he did not accept this. He chose to take \$1 American dollar per year.

Adapted from:

“Michael Bloomberg Net Worth.” *Celebrity Net Worth*,

www.celebritynetworth.com/richest-politicians/michael-bloomberg-net-worth/.

Robbins, Tom. “Bloomberg’s Term-Limits Coup: Heroes, Villains, and

Wimps.” *The Village Voice*, 29 Oct. 2008, [www.villagevoice.com/2008/10/29/bloombergs-term-limits-coup-heroes-villains-](http://www.villagevoice.com/2008/10/29/bloombergs-term-limits-coup-heroes-villains-and-wimps/)

[and-wimps/](http://www.villagevoice.com/2008/10/29/bloombergs-term-limits-coup-heroes-villains-and-wimps/).

Conversation Questions: Choose a Few to Talk About

1. Is one of these stories a good story about democracy? Explain.
2. Do we have stories about protests in our country? Explain.
3. Is the mayor of New York City a good mayor? Explain.
4. If rich politicians donate money, should they be able to change laws? Explain.
5. If you were a student in Hong Kong, would you join the protesters? Explain.
6. If your friend, child, or family member wanted to join a protest, what advice would you give to this person?
7. If you were a voter in New York City, would you vote for this mayor’s third term? Explain.
8. What other comments can you make about these stories?

Two Friends and an Election: Writing Activity

Here is an idea for writing a skit based on *Story 2: Stealing Democracy or Buying It?*

Two friends meet on the street in New York City. They talk about their families and their jobs. Then they talk about the mayor's election to a third term. One friend supports this and the other friend does not.

Write a skit about the conversation that these two friends have. Include information about their families and their jobs. Be sure they share their thoughts about the election. To make the skit more interesting, the friends can have an argument or a discussion because they want to convince each other to change their opinion about the mayor's election. Be prepared to share this skit with the Club at this meeting or at the next meeting.

Do you have other ideas that you might write about using the two stories above or the one below? Share your ideas with Club Members and see what you can write and present at this meeting or a future meeting on this topic.

Is this Democracy? A Short Story

This section includes a short story. This story is true. As we read, think about this question: Is this story about democracy?

Last week, many people were arrested at a peaceful protest. They were protesting the government's decision to change the Constitution. The government said that these people were terrorists.

Earlier today, one of the political opposition leaders was released from jail. He was in jail for eight years. He was arrested because he said, "We

must save our country. Our country is in danger; there are enemies surrounding us. We must join together and fight for our country.”

Conversation Questions: Choose a Few to Talk About

- 1.** Is this a story about democracy or free speech? Explain.
- 2.** Are there connections between democracy and free speech? Explain.
- 3.** Is this a story about terrorism? Explain.
- 4.** Was the government correct to imprison this person for eight years? Explain.
- 5.** Was this a democratic decision? Explain.
- 6.** What impact can this story have on the people in this country?
- 7.** If this happened in our country, would we protest? Explain.
- 8.** How can we let our government know when we do not agree with something it does?

Guest Speaker: Ideas for a Presentation

Here are some ideas for presentations about democracy, free speech, and elections.

- How do different countries around the world practice democracy?
- How does the media influence democracy?
- Is any one country truly democratic?
- Can a democracy function without free speech?

- How can we support free speech?
- How do we encourage free speech?
- How do we monitor elections?
- How can we encourage everyone to vote?
- How do elections work in our country?

Debate Topics

These are suggested debate topics. Members may want to choose (by consensus or vote) one or a few from this list. Or, Members and/or the Leadership Team can modify, change, or add topics that are of interest to the Club. The Leader will establish the debate rules using the directions in *Section 3*.

TOPIC: Democracy

PRO—Democracy is the best form of government for everyone.

CON—Democracy is not the best form of government for everyone.

TOPIC: The Right to Protest

PRO—The right to protest is a form of free speech.

CON—The right to protest is not a form of free speech.

TOPIC: Democracy and Literacy

PRO—Democracy requires a literate population.

CON—Democracy does not require a literate population.

TOPIC: Community Radio

PRO—Community radio is necessary for a democratic government.

CON—Community radio is not necessary for a democratic government.

TOPIC: Social Media and Developed Countries

PRO—Developed countries have a right to block social media during riots in poor countries.

CON—Developed countries do not have a right to block social media during riots in poor countries.

TOPIC: Secret Police

PRO—Secret police have a role to play in a democratic government.

CON—Secret police have no role to play in a democratic government.

Suggest other ideas for debate topics to other Members and also share them with the Club Leadership Team.

A Vision Board for Democracy

Here are questions to help create a vision board for democracy. Let's use them or create our own questions to talk about democracy as we create our vision board.

- Are our local community leaders upholding democratic ideals?
- What ideals are missing?
- Is there a way we can encourage the development of these ideals in our community?
- Is there one democratic ideal in particular that we would like to be sure to have in our community?

Our vision board should answer one to three of the questions below:

- How do we want our community to look in the next five years?
- What can we do to support our goals?
- What democratic principles would we like in our life?
- In the next five years, what democratic principles would we like to have in our community?

Here are a few questions for us to think about—in private or as Club Members:

- Do I feel free to speak at my workplace or school?
- Do I feel supported at my workplace or school?
- How can I add more democratic ideals to my workplace or school?
- Do I feel free to speak in Club meetings?
- Do I feel supported in this English Club?
- How can I add more democratic ideals to our English Club?



Freedom of Expression



Introduction

What is freedom of expression? Let's take a minute to think about this idea and then share what we think with each other.

Freedom of Expression is a human right that is recognized by Article 19 of the Universal Declaration of Human Rights from the United Nations. Article 19 states that “everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.” Included in Freedom of Expression is the concept of Free Speech.

Wangari Muta Maathai: A Short Story

Below we have a true story about a woman, Wangari Muta Maathai, who worked tirelessly to promote the rights of the citizens in her country. The government of her country did not support her right to freedom of expression, but she resisted. Here is a part of her story.

Before we read, let's play a guessing game. Let's ask ourselves a few questions. Answer these questions—make a few guesses. Let's see if we can predict some of the answers before we read. Don't look at the story. Let's try to guess the answers using whatever we can from what we read above.

- Where do we think Wangari lived? What country can we guess that she came from?
- How old do we think Wangari was at the beginning of this story?
- What was the policy that Wangari tried to change in her country?

- Could Wangari have worked in more than her own country? If yes, where else might she have worked?
- What might Wangari have done to become famous?

Now, let's share our answers with each other.

We tried to guess some ideas we might read about in this short story. Now, let's read. As we read, let's see if our answers—our predictions—are right or wrong. How close did we come to some good guesses? Remember, this is a true story!

Wangari Muta Maathai: A Short Story

In the 1980s, Dr. Wangari Muta Maathai went to Nyeri, the area where she grew up. The women of that area told her they had problems. Their children were malnourished because the soil ran into the river during the rainy season. Furthermore, there were no trees, so they had to walk very long distances to gather firewood. The government cut down many trees and sold them, and after clearing the land, the government did not replant what they had taken. Dr. Maathai had a simple answer to the women's problems. Let's plant trees!

During this time, Kenya was under the rule of a dictator who forbade public gatherings and people communicating with each other. The women of the community gathered together to create a tree nursery and plant trees. They shared their stories, their hopes, and their frustrations in a way that empowered them. What they learned about planting trees they shared with others, and environmental education began to spread. Dr. Maathai

created the Green Belt Movement (GBM), which ran community development programs across the country by planting trees. The Movement was such a success that in 1986 the Pan African Green Belt Network was formed. It included Uganda, Malawi, Tanzania, Zimbabwe, and Ethiopia.

When the GBM learned that parts of the Karura Forest were being illegally sold off, they protested by blocking the people from cutting down the trees and by planting more trees. Dr. Maathai said about the experience, “What needed to be done was so compelling that I had to do it,” even though she was clubbed in the head and thrown in jail. She continued to fight for women’s rights, environmental education, planting trees, and democracy.

In 2002, Dr. Maathai was elected to the Parliament by ninety-eight percent of the votes. She also served as Assistant Minister for Environment and Natural Resources. For her work, Dr. Maathai received fifteen honorary doctorate degrees and several international awards including the Nobel Peace Prize in 2004 and the Legion d’Honneur in 2006. She was the first African woman to receive the Nobel Prize. She died in 2011, leaving an incredible legacy of effective programs for her country and the world. The GBM continues to positively impact Kenyans through education programs.

Information adapted from:

The Green Belt Movement. “Wangari Maathai.” www.greenbeltmovement.org/wangari-maathai. Accessed 12 Feb. 2017.

Nobelprize.org. “Wangari Maathai—Biographical.” www.nobelprize.org/nobel_prizes/peace/laureates/2004/maathai-bio.html. Accessed 12 Feb. 2017.

PBS. “Taking Root: Timeline.” *Independent Lens*, www.pbs.org/independentlens/takingroot/timeline.html. Accessed 12 Feb. 2017.

PBS. “Taking Root: Wangari Maathai.” *Independent Lens*, www.pbs.org/independentlens/takingroot/wangari.html. Accessed 12 Feb. 2017.

“Wangari Maathai Wins the Nobel Peace Prize.” *BBC World Service: Witness*, *iTunes* app. Accessed 12 Feb. 2017.

Now, let’s think about what we guessed before we read and what we learned from the reading. Share with each other the predictions and answers that we found in the story.

Stopping the Government: A Skit

Useful Vocabulary and Expressions

Skyscraper	A very tall building in a city—in this skit it is 60 levels/floors
Activist	A person who uses or supports strong actions (such as public protests) to help make changes in politics or society
Afraid, to be afraid of	Fearful, to be fearful of; scared, to be scared of

To harm	To cause hurt, injury, or damage to someone or something; to cause harm to someone or something
To destroy	To cause something to end or no longer exist; to cause the destruction of something
To restore	To bring back to an earlier and better condition
Protest	An organized public demonstration of disapproval
To stand up for something	To support something
The Green Belt Movement	A “grassroots” organization to support community development and protect and conserve the environment by planting trees

Stopping the Government: A Skit

The Characters

Narrator (N)	Wangari (W)	Friend 1 (F1)	Friend 2 (F2)	Friend 3 (F3)
Friend 4 (F4)	Friend 5 (F5)	Friend 6 (F6)	Friend 7 (F7)	Friend 8 (F8)

N: Dr. Wangari Muta Maathai was a Kenyan **activist** for the environment and a politician. She was a peacemaker. After high school, she went to an American university for her B.A. and M.A. degrees. She then completed a Ph.D. in 1971 and was the first East and Central African woman to receive the degree. Dr. Maathai then returned to Kenya. In 1977, she started the **Green Belt Movement** to protect trees around Kenya. Wangari Maathai taught Kenyan women to plant trees. These trees **restored** the environment and gave women firewood. She saw more problems in Kenya and used the **Green Belt Movement** to peacefully address these problems. Her work continues through the **Green Belt Movement**, which is still active in teaching about trees, fighting for gender equality, and addressing climate change. To date, the **Green Belt Movement** has planted more than 40 million trees.

This skit takes place in 1989. We are in Nairobi, Kenya. There is a big, beautiful public park called Uhuru Park. The Kenyan government wants to give parkland to some businesses. The Kenyan people like this park. Wangari knows that the businesses will **destroy** the park as the government already tried to **destroy** the forest. The businesses will build a **skyscraper**. This will **harm** the environment for the people in Nairobi.

Wangari meets with her friends. They discuss the situation:

W: Come, my friends. Let's go to Uhuru Park and stop the government from constructing the **skyscraper**.

F1:	I want to go but I am afraid . The police will attack us.
W:	Why do you think the police will attack us?
F1:	Because the government is powerful.
W:	Yes, you are right. But if we do not take action, the government will destroy our public park. We are citizens. We must stand up for what is right. We must stand up for what we believe.
F2:	I am afraid . Maybe the police will arrest me.
W:	Don't be afraid . Fear does not give us security.
F3:	I don't understand. Why do you want to stop the government?
W:	If we do not stop the government now, when it has all the public land, it will take my land and your land.
F4:	The police can arrest my children and my husband. Maybe they will also go to prison because of me.
W:	We must speak out and stand up while we have time. If we don't, our children will not have a park. The government will destroy it.
F5:	Wangari, listen to me. The government is responsible for this decision. We are not responsible for this decision.
W:	Yes, the government is responsible. But we are responsible too. We are citizens, and we must do something about this situation.
F6:	My husband says you are crazy. I should not be with you. I don't think I will go.

W:	Why am I crazy? Because I stand up for what I believe? We must stand up.
F7:	You are right, Wangari. I know you are right. We can write letters to the government.
W:	I wrote letters, many letters. This government always responds to something that is loud and public. We must make a public protest .
F8:	Look into our eyes. We want to go but we are afraid .
W:	Yes, I am afraid too. We will go together. When we are together, we are strong.
All	We will go to Uhuru Park. We will stand together, Wangari.
Friends:	You are right. When we stand together, we are strong.

This skit is a fictionalized reconstruction of actual events and conversations from:

Maathai, Wangari. *Unbowed: A Memoir*. Random House, 2008.

Conversation Questions: Choose a Few to Talk About

1. Let's imagine we are Wangari's friends. Will we go to the protest—or not? Talk about our decision to go—or not—and why we have made this decision.
2. What problems about freedom of expression and environmental protection does this skit present to us?
3. Is there a community organization in our community? Talk about the pros and cons of having a community organization.

4. What are some problems we have in our community?
5. How might we solve some of the problems in our community?

Talking about the Protest: Writing Activity

Here are two ideas for writing a skit based on the *Stopping the Government* skit above. Use details from that skit to help with the writing ideas below.

1. Wangari's Friend 6 said that her husband did not want her to be with Wangari. Imagine that you are the husband of Friend 6. What is the conversation you have with your wife when you find out that she did not listen to you? She went with Wangari to protest.

Write this conversation as a skit. Be prepared to share this skit with the Club at this meeting or at the next meeting.

2. Wangari's Friend 4 said that she was afraid the police would arrest her children and her husband and put them in prison. Imagine that you are Friend 4, you go to the protest, and when you return home you find out that your husband and children are in prison. What is the conversation that you have with Wangari—or your husband—or your children?

Choose one (Wangari, your children, or your husband) and write this conversation as a skit. Be prepared to share this skit with the Club at this meeting or at the next meeting.

Note: If you do not like either of these ideas, create your own writing activity. Be sure to share your idea with other Members and the Club Leadership Team.

An Interview with Wangari Muta Maathai

Useful Vocabulary and Expressions

Broadcast	Program on the radio or television
To congratulate someone	To tell someone “good wishes” for success
Grateful	Feeling or showing thanks
To expect	To think that something will probably or certainly happen
Proper	Correct according to social or moral rules
Quiet	Making very little noise
Crazy	Unable to think in a clear or sensible way
Ignorant	Lacking knowledge or information
Unusual	Different or strange in a way that attracts attention
To release someone	To allow [a person or animal] to leave a jail, cage, prison; to set someone or something free
Hunger strike	A protest during which the protesters stop eating
Nobel Peace Prize	The most prestigious prize in the world. It is usually given each year to a person—or group of people—who, in the year before, worked for peace. The prize winner is selected by five judges from Norway.

Discrimination	To treat someone differently than others because of ethnicity, religion, age, gender, or any reason other than individual merit
Sacrifice	The destruction or surrender of something for the sake of something else
Bizarre	Very out of the ordinary; odd; eccentric
To testify	To make a statement based on personal knowledge or belief
Native	Naturally occurring in a particular place; from a local area; indigenous
Indigenous	Naturally occurring in a particular place; from a local area; native

An Interview with Wangari Muta Maathai

The Characters

Interviewer (I)	Wangari (W)
I:	Welcome to our broadcast , Dr. Wangari Muta Maathai. We are happy you are here today.
W:	Thank you. I am very happy to be here too.
I:	Let me begin by congratulating you on your Nobel Peace Prize . You are the first African woman to win this prize. And you are from Kenya. We are very honored that you are a citizen of Kenya.

- W:** Yes, I am **grateful** to the **Nobel Peace Prize Committee**. I was not **expecting** this award. In fact, it took me a long time to believe that I had really won the award. My daughter had to convince me.
- I:** As an African woman, I am sure you experienced gender **discrimination**. Can you tell us about one experience?
- W:** You know I have many experiences. Your radio station reported what President Arap Moi said about me. Do you remember?
- I:** Yes, he said that **proper** women—in the African tradition—should respect men and be **quiet**.
- W:** He also called me a **crazy** woman and **ignorant**. These are very good examples of gender **discrimination**. Why must women be silent? Are we **crazy** when we speak the truth? We are not. Someone must stand up for the environment, for us, for our future.
- I:** Let me change the subject. Your family decided to send you to school. Wasn't it **unusual** for a Kikuyu family to send their daughter to school?
- W:** Kikuyu families send their daughters to school. Families in most African countries send their daughters to school. We believe that education is very important. This is why I became a professor. My family came from a simple village. I will always be **grateful** to my family for the **sacrifice** they made to send me to school in the U.S.A. and other countries.
- I:** A few years ago, you joined fifty-two mothers in a Nairobi church. They were protesting against the government to **release** their sons from prison. Why did you join them?

W: They went on a **hunger strike** to protest their sons' imprisonment. At that time, the government did not allow us the freedom of speech or protest. I wanted to support them.

I: You were arrested, beaten by the police, and hospitalized with injuries. Weren't you afraid?

W: The mothers were brave and courageous. They didn't have their sons. I am a mother too. It was important to be with them and support each other. Many tried to silence me in the beginning of the Green Belt Movement, and I thought it was important to give a voice to those without one. In the end, the government **released** all the prisoners.

I: You are a highly educated woman. You have a doctorate. But you plant trees—with your hands? Isn't this **bizarre**?

W: No, it is not strange. Education should not take people away from the land. Education should give people respect for the land. Think of it this way: You empower people by teaching them about the environment and how the choices they make affect it. Once they understand that these resources are their resources, they know that they must protect the **native, indigenous** trees and other resources. Besides, you don't need a diploma to plant a tree.

I: What impact has your work with the Green Belt Movement had on others?

- W:** The rural women whom I work with accept and appreciate that I work with them. They know I work to improve their lives and the environment. Many of them have **testified** that their quality of life has improved since we have been working together. For some, their lives have improved by better access to water. For others, they have been able to buy clothing or beds for their homes. For everyone, we recognize that trees bring life and are a symbol of hope to the communities.
- I:** Yes, you are right. You are a **Nobel Peace Prize** winner and a member of the Kenyan Parliament. You are a mother and an activist. You are an environmentalist and an advocate for democracy. We thank you for participating in our interview today.

This interview is a reconstruction of actual events and conversations from: Maathai, Wangari. *Unbowed: A Memoir*. Random House, 2008.

Conversation Questions: Choose a Few to Talk About

Note: Members may want to talk about these questions in gender groups. If this is the case, then girls/women should go to one place and boys/men should go to a different place. The groups should be separated so they cannot hear each other's ideas.

1. What do you think about Wangari?
2. Wangari died in 2011. If she were alive today, what questions would you like to ask her?

- 3.** Were Wangari's actions typical of a woman in your country? Yes? No? Explain.
- 4.** Wangari was a leader. What kind of leader do you think she was?
- 5.** Would you join Wangari's organization if you could? Explain.
- 6.** How would you react if your wife, mother, daughter, or girlfriend wanted to join Wangari's organization? Why would you react in this way?
- 7.** What problems do you have as a woman where you live? How can men help to solve these problems? What advice do you think Wangari might give you to solve your problems?
- 8.** Does your city have a lot of areas with trees? Could there be more trees planted? How might you get people interested in helping you plant trees?
- 9.** Is it important for mothers to teach their sons to be respectful and supportive of women's rights? Is it important for fathers to teach their daughters to be strong and independent? Explain.

Guest Speaker: Ideas for a Presentation

Here are some ideas for presentations about topics related to freedom of expression and/or environmental concerns including climate change and other important problems.

- Free speech
- Social movements
- Climate change
- Green spaces
- Women's rights

Debate Topics

These are suggested debate topics. Members may want to choose (by consensus or vote) one or a few from this list. Or, Members and/or the Leadership Team can modify, change, or add topics that are of interest to the Club. The Leader will establish the debate rules using the directions in *Section 3* of this *Guide*.

Topic: Free Speech

PRO—Citizens of a country should have free speech.

CON—Citizens of a country shouldn't have free speech.

Topic: Community Organizations

PRO—Community organizations strengthen a community and should be encouraged.

CON—Community organizations do not strengthen a community and shouldn't be encouraged.

Topic: Protecting the Environment

PRO—Communities should work together to plant trees and other native, indigenous plants.

CON—Communities shouldn't plant trees and other native, indigenous plants.

Suggest other ideas for debate topics to other Members and also share them with the Club Leadership Team.

A Vision Board for the Environment

Here are a few questions we can use to start creating our vision board:

- How many green spaces do we have in our community?
- How many types of indigenous trees do we have in our community?
- Could we add green space to areas that are eroded or lack plants? Explain.
- What would our community look like if there were more green spaces?

Our vision board may want to give answers to some of these questions:

- How should our community look in the next five years?
- What can we do to support our goals?

Here are a few questions for individual vision boards:

- How can I add more green space to my office or living space?
- What types of plants grow well with the light and climate that I have?
- How should I care for the plants that would grow in the space that I have?

Our individual vision boards may answer the following questions:

- In the next five years, what would I like my green space to look like?
- How can I develop my space to achieve my green goals?

To Continue Learning

For more information about Wangari, watch some of the trailers for the film about her called *Taking Root*: <http://www.greenbeltmovement.org/wangari-maathai/taking-root-documentary>

For more information on the importance of plants in a community, check these websites:

The *Atlantic* is an online magazine that is widely read. This article discusses the health and psychological effects of trees. <https://www.theatlantic.com/health/archive/2014/07/trees-good/375129/>

Ron Finley discusses how he transformed a food desert in South Central Los Angeles into a place brimming with vegetable gardens and a community of dedicated volunteers. https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la

The Tree People is a volunteer community in Los Angeles that works with communities to create healthier communities by adding green spaces. <https://www.treepeople.org/resources/tree-benefits>

During his tenure as South Africa's president, he worked to create a more equal South Africa. He developed programs to combat poverty, to improve land reform, and to provide wider health-care services.

President Mandela died in 2013 and left a lasting legacy as a dynamic and internationally acclaimed leader.

In this section on *Leadership*, we will explore the concept of leadership through an analysis of Mandela's work from the time he was a student to his founding of the Truth and Reconciliation Commission.

Majority Rules or Consensus: A Skit

Useful Vocabulary and Expressions

Consensus	A general agreement; an agreement that most people accept
To reach a consensus	To get to an agreement that most people accept
Majority rules	The group with the biggest number has power/control
Britain	The United Kingdom of Great Britain; U.K.
British	The people from the U.K.
To make a decision	To pick a choice; to decide
To crush	To defeat with violence; to stop with violence
Diverse opinions	Different points of view

Majority Rules or Consensus: A Skit

The Characters

Narrator (N)	Mandela (M)	Friend 1 (F1)	Friend 2 (F2)	Friend 3 (F3)
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N: This skit takes place in 1940 at the University of Fort Hare in South Africa. During this time period, Mandela is a student and supporter of the British war effort in the Second World War. He creates an organization to balance the power between first- and second-year students, and he becomes a member of the Students' Representative Council. Mandela is twenty-two years old. Mandela and his friends talk about a problem.

M: Right now we are represented by students who do not live here. This is not right. We must represent ourselves.

F1: I agree.

F2: I disagree.

F3: I'm not sure.

F1: Let's take a vote. First, let me call our friends and tell them to vote with us.

M: No, that's not the way to do this. We need a **consensus**.

F1: Why? **Majority rules**. Isn't this what they do in **Britain**?

M: Are we **British**? Do we want to continue doing what is not just? Look at our fathers. When they needed **to make a decision**, they made it together as one people.

F2:	That's the old tribal way.
M:	Yes, and it worked very well. We are not here to crush a minority—anyone who doesn't agree with us. Let us hear from everyone first.
F1:	That will take too long. We need to act now.
F2:	What are you afraid of if we listen to Mandela? We can take time. We can talk about this. Let's try to reach a consensus .
M:	Let's listen to everyone first. Then we will sum up the different ideas. Maybe we can form a consensus among the diverse opinions . It will not be good if we force a decision on people who disagree with us.
F3:	Well, what will we do if we don't agree?
M:	We will hold another meeting in a few days. We will give everyone more time to think. It is important to listen to each other first.
N:	At the end of the meeting, everyone agrees to continue talking before they make a decision . Mandela says that great leaders keep their people united. All remain loyal to him, not because they always agree with him, but because great leaders listen and respect all different opinions.

This skit is a fictionalized reconstruction of actual events and conversations taken from Nelson Mandela's life:

Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Little, Brown and Company, 1994.

Nobelprize.org. “Nelson Mandela—Biographical.” www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html. Accessed 19 Nov. 2014.

Wikipedia. “Nelson Mandela.” en.wikipedia.org/w/index.php?title=Nelson_Mandela&oldid=634555519. Accessed 19 Nov. 2014.

Conversation Questions: Choose a Few to Talk About

1. Which person in this skit was the most important for you? Why?
2. If you were one of Mandela’s friends, would you want to vote or look for consensus? Explain.
3. Describe Mandela as a leader. What does he do as a leader?
4. Which is better to do in a democracy: majority vote or consensus? Explain.
5. If you could speak to Mandela, what would you say to him?
6. If you could ask Mandela a question, what question would you ask him? Why would you ask him this question?
7. Do we have leaders in our community? Do they have a leadership style that is similar to Mandela’s leadership style?
8. What parts of Mandela’s leadership style do you think would be helpful in our community?
9. How can we work together to develop ourselves as leaders? What do we need to do?

Friends Talk: Two Writing Activities

Point of View

Re-read the comments by Friend 1 and Friend 2 in *Majority Rules or Consensus*. Then, imagine that Friend 1 and Friend 2 meet the following day to talk about Mandela's ideas. What do the friends talk about? Here are a few questions to help you think about their conversation:

- Do they argue with each other? Do they try to convince each other to change their minds?
- Do these friends reach consensus, as Mandela wants them to?
- What do these friends think about the notions of consensus and majority rules?
- Why do they hold these opinions?

Using these questions and any other ideas, write a skit that is a conversation between these friends. Be sure they express their opinions about consensus and majority rules—and what they might decide when they come together with Mandela at the next meeting.

Continue the Skit

The skit on *Majority Rules or Consensus* ends with Mandela telling everyone to think about the question of self-representation. He wants everyone to think about their opinions and then return in a few days to talk more about the problem and the solution.

Use creativity and imagination to write about this next meeting. Write either a skit or a story. Use some or all of the characters in the skit above.

You may find the questions below can help with the writing:

- Who attends the next meeting?
- What do they talk about?
- Do they talk about the ways that they have changed their opinions?
- What are some of the new opinions that the attendees express?
- What does Mandela do? What does he say?
- Does the meeting end with consensus on the problem of self-representation—or is there no solution yet?
- Does the meeting end with an action plan that describes the actions the students will take next? If yes, what actions do they plan to take?

An Interview with Nelson Mandela

Useful Vocabulary and Expressions

Apartheid	A former social system in South Africa in which black people and people from other racial groups did not have the same political and economic rights as white people and were forced to live separately from white people
To retire	To stop a job or career because you have reached the age when you are not allowed to work anymore or do not need or want to work anymore
Term limit	The maximum amount of time that a person, such as a politician, can hold an office
Truth and Reconciliation Commission	A group of people responsible for finding and reporting the wrong practices of a government or people
To heal	To become healthy or well again
Wound	An injury that is caused when a knife or bullet cuts or breaks the skin; to feel intense psychological pain
Rainbow	A curved line of different colors that sometimes appears in the sky when the sun shines through rain
To forgive	To stop feeling anger toward someone who has done something wrong; to stop blaming someone

To hurt	To cause pain or injury to [yourself, someone else, or a part of your body]
Rugby	A game played by two teams in which each team tries to carry or kick a ball over the other team's goal line
Consensus	A general agreement; an agreement that most people accept
Inclusion	The act of bringing people together from different religions, cultures, backgrounds, ethnic groups, and/or linguistic groups
Accountability	Required to explain actions or decisions to someone
Queen	A woman who rules a country and who usually inherits her position and rules for life; the wife of a king

An Interview with Nelson Mandela

The Characters

Interviewer (I)	Mandela (M)
I:	Welcome to our broadcast, President Mandela. We are happy you are here today.
M:	Thank you. I am very happy to be here too.

I:	Let me begin by congratulating you on the Nobel Peace Prize. You shared this prize with President de Klerk, the white president of South Africa in 1993.
M:	Yes, he freed me from prison after twenty-seven years.
I:	Why did two people get this prize?
M:	We received this prize because we worked together for a peaceful end to apartheid .
I:	You became president in 1994. Now, it is 1998. What will you do at the end of your term in 1999? Will you run for a second term?
M:	No, I will retire in 1999.
I:	This is unusual. Many African presidents run for two terms, and some presidents change the Constitution so they can stay for many years.
M:	A one-term limit is enough for me. I think two terms is enough for all presidents.
I:	What is your biggest problem as president?
M:	Racial violence is a big problem. We have the Truth and Reconciliation Commission . The goal is to heal the wounds from apartheid —for White South Africans, Black South Africans, Indian South Africans, and Coloured South Africans.
I:	Some people say that South Africa is the “ Rainbow Nation .”
M:	Yes, this is correct. We are a nation of many peoples.
I:	How can this be possible after the violence against Black South Africans?
M:	Courageous people do not fear forgiving , for the sake of peace.
I:	So we are courageous when we forgive —even the people who hurt us?

- M:** Yes, we must **forgive**.
- I:** Was it easy for South Africans to **forgive**?
- M:** No, it wasn't. I worked hard to help everyone understand.
- I:** Tell us about the **Rugby** World Cup in 1995.
- M:** South Africa hosted this competition. I encouraged Black South Africans to support our team. They didn't want to support this team. It only had White South Africans. When our team won, I presented the trophy to our captain, an Afrikaner, a White South African. I wore a **rugby** shirt with his number on my back.
- I:** Was this important?
- M:** Yes, I accepted these white players. I respected them and honored them.
- I:** So peace is important. What else is important?
- M:** Good leaders are important. When I was young, I watched the leaders in my tribe.
- I:** But there is no democracy in our tribal customs.
- M:** Yes, we have democracy—we believe that everyone can speak. Everyone is heard. A decision is made together, by **consensus**, by agreement. I believe in **inclusion**, **accountability**, and freedom of speech. These are fundamental for a democracy.
- I:** Are there other ideas from African culture that you agree with?
- M:** Yes, let me tell you a story. One day, I was visiting a tribal leader, a **queen** in one of the tribal lands. She spoke Xhosa—the language of my people.
- I:** You have a tribal leader who is a woman, a **queen**?

- M:** Yes. When she spoke to me in Xhosa, I wasn't able to answer her. I forgot my language. I studied English, spoke English, and forgot the language of my family.
- I:** What did she say to you?
- M:** She said, "How can you be a leader if you can't speak to your people?" I was surprised. I started thinking, and I realized I must continue to speak the language of my people.
- I:** For people who are not in South Africa, they are curious about your name, Madiba.
- M:** This is my clan name, my tribal name. I am a member of the royal Thembu family. To show me respect, people use this name for me.
- I:** Let me ask you about *Ubuntu*. We hear people talking about this.
- M:** Yes, this word is in our language. It means that we belong to each other. People say, "I am because you are." We are united because we are humans. My name, *Ubuntu*, our African cultures and languages—they are all important. We must not forget about them.
- I:** Madiba, President Mandela, we thank you very much for joining us today.
- M:** It was my pleasure.

This interview is a fictionalized reconstruction of actual events and conversations taken from:

Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Little, Brown and Company, 1994.

Nobelprize.org. “Nelson Mandela—Biographical.” www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html. Accessed 19 Nov. 2014.

Wikipedia. “Nelson Mandela.” en.wikipedia.org/w/index.php?title=Nelson_Mandela&oldid=634555519. Accessed 19 Nov. 2014.

Conversation Questions: Choose a Few to Talk About

1. Choose one of Mandela’s answers and explain why you chose it. Did you like it? Was it controversial? Was it interesting? Why did you choose it?
2. If Mandela were alive today, what would you like to say to him or ask him?
3. Are there similar problems in our country that Mandela had in South Africa? Can you apply any of his ideas or practices to dealing with these problems?
4. What did Mandela say was important about African culture? Explain.
5. Do you see similarities between your culture and the cultures in South Africa that Mandela describes? Explain.

Characteristics of Good Leaders: A Conversation

In this activity, we will talk about leadership. To begin, let’s brainstorm a list of leaders. Leaders can be radio announcers, television broadcasters, musicians, Internet personalities, university professors, characters in books, and people we learn about in school. They can be famous or not very famous.

Now, let’s have a volunteer who will write down our list as we brainstorm.

Here are a few questions we can use to help us brainstorm a list of leaders. Let’s take ten minutes to brainstorm our list:

- 1. Who is a famous leader?
- 2. Who is a popular leader?
- 3. Who is a leader you know but may not be famous?

We will keep our list of leaders and think about leadership qualities and skills. Now, let’s look at the useful vocabulary and expressions below.

Useful Vocabulary and Expressions

Empathetic	To have the same feelings as another person; to feel empathy for someone
Tenacious	Very determined to do something
Open-minded	Willing to consider different ideas or opinions
Ethical	Involving questions of right and wrong behavior; relating to ethics
Resourceful	Able to deal well with new or difficult situations and to find solutions to problems
Humble	Not proud; not thinking of yourself as better than other people

Kind	Having or showing a gentle nature and a desire to help others; wanting and liking to do good things and to bring happiness to others
Visionary	Having or showing clear ideas about what should happen or be done in the future
Persistent	Continuing to do something or to try to do something even though it is difficult or other people want you to stop
Trustworthy	Able to be relied on to do or provide what is needed or right; deserving of trust
Team player	Someone who cares more about helping a group or team to succeed than about his or her individual success
Dependable	Trustworthy and reliable
Critical thinker	A person who can examine difficult and complex problems
Dedicated to	To decide that something will be used for a special purpose; to use [time, money, energy, or attention] for something
Accountable to	Required to explain actions or decisions to someone
Candid	Expressing opinions and feelings in an honest and sincere way

Continuing the Conversation: What Makes a Good Leader?

Let's think about the leaders we identified and prioritize the list of leadership characteristics. Let's choose five characteristics that we think are most important for good leaders. Then, let's choose five characteristics that we think are not important. Groups should try to agree on these choices.

Characteristics of a Good Leader

A good leader is ...



Conversation Questions: Choose a Few to Talk About

1. How can we encourage good leadership?
2. Do we have anyone in the community who is a good leader? Which characteristics does this person display?
3. Do any of us have any of the characteristics of a leader? If not, how could we develop them? What would we need to practice?
4. How can we help to lead our community?

Characteristics of Good Followers: A Conversation

We have an idea about who we think are good leaders. Now, let's think about what makes good followers. We know that good leaders need good followers, so it is important to think about the characteristics and skills that good followers need to have.

Below are characteristics of followers. Let's look at the list and prioritize the list. Let's choose the five most important characteristics and the five characteristics we think are not important. Groups should be sure to try to agree on their lists. Let's do this in twenty minutes.

A good follower is ...



Conversation Questions: Choose a Few to Talk About

Let's compare the lists of "Characteristics of Good Leaders" and "Characteristics of Good Followers" to help us answer some of these questions:

1. What characteristics are similar between leaders and followers?
What characteristics are different?
2. What is the most valuable characteristic of being a leader? What
is the most valuable characteristic of being a follower?
3. Are you a leader or a follower? Which would you prefer to be?
Why?

4. A leader cannot exist without followers. How can the followers of a leader help their leader grow in a positive way? What actions can the followers take?
5. How can leaders help their followers grow in positive ways? What actions can the leader take?
6. To become a leader or a follower, what characteristics will you need to develop?

Leader or Follower? A Skit



Useful Vocabulary and Expressions

Crowd	A large group of people who are together in one place
Stadium	A very large, usually roofless building that has an open area surrounded by many rows of seats and that is used for big events like sports games or concerts
By the minute	Quickly
“Let’s go”	Polite suggestion to go
“C’mon”	“Come on” (quick way to speak)
Cautious	Careful about avoiding danger or risk
Upset	Troubled, sad, and angry at the same time
Game	“Match” of a sport such as baseball or basketball
Guys	Informal word for men or people
Keep someone safe	To protect someone
Chicken	Afraid (informal)

*Leader or Follower? A Skit**The Characters*

Narrator (N)	Michael (M)	Christian (C)
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M:	Look, Christian, do you see the crowd outside the stadium ?
C:	Wow! It’s getting bigger by the minute .

M:	Hurry up. The game begins in a few minutes, and it will take time to get through the crowd and into the stadium .
N:	Michael and Christian walk towards the crowd . As they approach the crowd outside the stadium , Christian stops and pulls Michael close to him.
C:	Are you sure you want to go? It feels dangerous. The crowd seems angry.
M:	C'mon . You're imagining things. Are you afraid?
C:	No, I'm not afraid. I'm just cautious . I don't want to get beat up.
M:	I'll keep you safe . Let's go .
C:	I'm not sure I want to go. Hey, now look—that guy in the crowd has a machete and he looks upset .
M:	Where? I don't see him.
C:	The guy in the red shirt. I saw him hide it under his shirt. Is he trying to sneak into the stadium with it? Do other guys in this crowd have machetes? I bet they'll use them if their team doesn't win. Let's go back home . We can go to a game another day.
M:	Nothing's going to happen. You're worrying too much. I don't want to miss this game . It's a play-off game . Are you chicken ?

Conversation Questions: Choose a Few To Talk About

1. Who is the leader? Who is the follower?
2. What would you do if you were Michael?
3. What would you do if you were Christian?

4. What would you do if you heard this conversation between Michael and Christian?
5. Would you stand up for Christian by saying something?
6. Would you speak to Michael? Would you speak to Christian? What would you say to each of them?
7. Have you ever felt pressured by a friend to do something that you did not want to do? How did that feel? How did you support yourself?

Attending the Game: Writing Activity

In the skit *Leader or Follower?* Michael and Christian have different views on whether or not they should go to the game. Now, continue this skit—using your imagination and creativity. The questions below may help you as you write your skit:

- Does Michael see anyone with a machete?
- Does Christian see more machetes?
- What do Michael and Christian say to each other if they don't see any more machetes?
- If they see more people with machetes, what do they decide to do?
- If they decide to attend the game, what happens during the game—when one team wins and the other loses?
- What do Michael and Christian say and do at the end of the game?

Truth & Reconciliation: A Role-Play and Conversation

This activity asks us to imagine we are members of a truth and reconciliation commission. When thinking about truth and reconciliation, it is important to consider awarding amnesty. Let's look at the vocabulary and expressions below before we continue.

Useful Vocabulary and Expressions

Activist	A person who uses or supports strong actions (such as public protests) to help make changes in politics or society
Truth	The real facts about something; the things that are true
Reconciliation	Bringing two different ideas together; reunion
Perpetrator	Someone who commits a crime
Amnesty	An official pardon for someone who has done something wrong, bad, unjust
Unanimous	When an opinion or vote is decided and accepted by everyone
Torture	The infliction of intense pain
Sabotage	To damage or destroy on purpose
Capture	An act of catching and keeping someone or something
Demonstrator	A person who engages in public demonstration
To bomb	To make something explode with a device
Assassination	To murder someone by sudden attack

Truth and Reconciliation: A Role-Play and Conversation

[Note: For this conversation, it may be very useful to create groups of four or five members. Group members should imagine that they are members of the TRC—see below.]

When Nelson Mandela was president, national **reconciliation** was his most important responsibility. He created the **Truth and Reconciliation Commission (TRC)**. The TRC investigated crimes committed during apartheid by the South African Government and the African National Congress (ANC). The TRC gave **amnesty** to people who committed crimes and agreed to give testimony.

In this role-play, we must imagine that we are members of a TRC. We must recommend five perpetrators for **amnesty** to the High Commissioner. There are ten **perpetrators**. We can only give **amnesty** to five **perpetrators**. We must, as a committee, agree on the same five people—**unanimously**. We have twenty minutes to decide.

The African National Congress (ANC) fought against apartheid. South African Police (SAP) supported apartheid. Here are the ten **perpetrators**. Choose five for **amnesty**.

Peter, 35 years old. Black South African, member of the ANC. He **tortured** black SAP informants.

Eugene, 50 years old. White SAP colonel. He was responsible for the **torture** of hundreds of ANC members. He organized black SAP soldiers

to **capture**, **torture**, and kill ANC members. He organized **bombings** of important ANC places.

Wilson, 39 years old. Black South African, ANC member. He **sabotaged** railways, **bombed** public buildings, and killed many SAP officers.

Johann, 47 years old. White South African, SAP commander. He ordered the **capture** and killing of thousands of ANC members. He followed orders from the White South African government.

Brian, 45 years old. Black South African, SAP policeman. He was paid by the White South African government to **torture** and kill twelve ANC members.

Roger, 45 years old. White South African, SAP expert in bomb-making. He made bombs that killed two white ANC women.

Paramount Chief, 66 years old. Black South African, supported the SAP. He survived an ANC **assassination** attempt. He encouraged the **torture** of ANC perpetrators.

Donald, 55 years old. White South African, SAP lieutenant. He commanded an attack on ANC **demonstrators**—with machetes and rocks—who wanted to kill white people. Twenty died in this SAP attack.

Jeremy, 34 years old. Black South African, ANC militant. He **fire-bombed** and killed ten SAP officers.

Frene, 40 years old. Indian South African, ANC **activist**. She provided underground escape routes for ANC leaders. She spoke out internationally against apartheid.

Sharing Our TRC Decisions with the High Commissioner

When time's up, each TRC shares their decisions with the High Commissioner. A volunteer writes down the decisions of each group. The High Commissioner (the Club Leader or the Club Leadership Team) chooses the top five perpetrators from all the group lists and announces the decision to the Club.

Conversation Questions: Choose a Few to Talk About

1. Was it easy or difficult to award amnesty to only five of these people? What made it easy—or difficult?
2. What was the biggest concern when making these decisions?
3. Were the group members easy to persuade?
4. Was there a leader in this decision-making process? Say more about how the group made decisions.
5. Do we need a Truth and Reconciliation Commission in our country? Explain.

A Letter to the TRC: Writing Activity

Imagine you are asked to write a letter to the TRC with the names of those who were awarded amnesty. In this letter, you need to give your reasons for awarding amnesty to those you did. You also need to give your reasons for refusing amnesty to those who you decided not to give these awards. You need to be very specific in the letter about each of the ten perpetrators.

Be sure to use creativity and imagination as you write this letter.

Guest Speaker: Ideas for a Presentation

Let's brainstorm ideas for a guest speaker and a presentation topic. Below are a few ideas for presentation topics.

- How do people develop leadership skills?
- Who might be a role-model leader?
- Amnesty
- Reconciliation

Debate Topics

These are suggested debate topics. Members may want to choose (by consensus or vote) one or a few from this list. Or, Members and/or the Leadership Team can modify, change, or add topics that are of interest to the Club. The Leader will establish the debate rules using the directions in *Section 3* of this *Guide*.

TOPIC: Violence and Peace

PRO—Sometimes violence is needed to bring peace.

CON—Violence is never an acceptable road to peace.

TOPIC: Corruption

PRO—Corruption is necessary and useful in certain situations.

CON—Corruption is never necessary or useful.



TOPIC: Truth and Reconciliation

PRO—Our country needs a Truth and Reconciliation Commission.

CON—Our country does not need a Truth and Reconciliation Commission.

TOPIC: Good Leaders

PRO—A good leader commands and controls followers.

CON—A good leader collaborates with and supports followers.

TOPIC: Leaders and Followers

PRO—For a nation, it is more important to have a good leader.

CON—For a nation, it is more important to have good followers.

TOPIC: Finished or Right

PRO—A good leader gets things finished.

CON—A good leader does “the right thing.”

TOPIC: Men and Women Leaders

PRO—Men make better leaders than women.

CON—Women make better leaders than men.

Suggest other ideas for debate topics to other Members and also share them with the Club Leadership Team.

A Vision Board for Leadership

Let's use these questions to create a vision board.

- What would positive change and leadership look like in our community?
- How can we spread information in our community to encourage positive change and leadership?
- How can we encourage others to become leaders?

Our vision board should answer these questions:

- How should our community be empowered by positive leadership in the next five years?
- What can we do to support this positive change?

Individual Reflection

My vision board can address these questions:

- What would it look like to be a leader every day? What kinds of changes would I have to make to my life?
- As a leader, what would I like my life to look like?
- How can I practice and model leadership every day?
- In the next five years, what would I like my role as a leader to look like?
- How can I develop myself to achieve my leadership goals?

To Continue Learning

Videos on developing leadership:

Simon Sinek: In an interview with Marie Forleo, author and public speaker Simon Sinek discusses the responsibility of leaders to create a certain environment that leads others towards success. When the environment is correct, people will do incredible things to forward a leader's vision.

<https://www.marieforleo.com/2016/06/simon-sinek/>

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action



Refugees



Introduction

According to the Office of the United Nations High Commissioner for Refugees (UNHCR), there are 65.3 million people who have been forcibly displaced around the world. Fifty-three percent of worldwide refugees come from Syria, Afghanistan, and Somalia; however, there are refugees from many other worldwide conflicts. Most of the refugee population is sheltered in the Middle East and Africa. Europe shelters six percent of worldwide refugees.

The number of refugees seeking asylum and shelter outnumbers the quota that many countries are willing to accept. This has created a demand

for human smugglers who are willing to take refugees on very dangerous journeys to pursue what the refugees believe will be a safer life.

This section explores a firsthand account of why refugees might risk their lives for the hope that they might make it to a “safe” country, even though they know the journey might end in death. Then, an expert on refugee resettlement gives ideas on new ways of welcoming refugees that would benefit all.

Reference:

UNHCR. “Figures at a Glance.” www.unhcr.org/figures-at-a-glance.html. Accessed 25 Feb. 2017.

The Death Boat: A Skit

Useful Vocabulary and Expressions

To be engaged to be married to someone	To have a fiancé(e)
To struggle to make a living	To have a hard time making enough money to live
Motorcycle	An automotive vehicle with two wheels
Kidnap	To take someone somewhere against his or her will and ask his or her family or business for money for his or her return

Refugee(s)	People who have been forced to leave their homeland because of danger or persecution
Human smugglers	People who are paid to illegally take other people from one country to another
Mediterranean	A sea bordering Europe and North Africa
To cross	To go from one area to another
Insults	Angry or mean words that someone says to hurt or embarrass someone
Sink (Sank)	To go downward under the water
Boat	A small vessel that sits on top of the water
Swim (Swam)	To use your arms or legs to move you through the water
To be pulled under	To be pushed under something
Life ring	An object in the shape of a ring that floats on top of the water and is used to save people
To float	To rest on top of the water
Life vest	A vest you wear in water to help you float on top of the water
Flotation device	A floating device that is designed to save people from drowning
Lap	The front part of the lower trunk and thighs of a seated person

Sunrise	The sun appearing above the horizon at the beginning of the day; dawn
To keep their spirits up	To stay happy; to stay positive
Hypothermia	A state when the body is too cold and begins to stop working
Architecture	The art or science of designing buildings
Drown	To die by being underwater too long and unable to breathe
Ship	A large vessel that sits on top of the water
To rescue	To free from danger
Trauma	An event or experience that severely harms the body and/or the mind
Helicopter	An aircraft whose lift is caused by one or two blades that rotate and lift it into the sky
To take in	To provide shelter or housing for someone
Prestigious	Highly respected or esteemed

The Death Boat: A Skit

The Characters

Narrator 1 (N1)	Narrator 2 (N2)	Doaa Al Zamel (D)	Bassam (B)	Man (M)	Woman (W)
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N1:	Doaa and Bassam were Syrian refugees engaged to be married in Egypt, but they were struggling to make a living . One day, a group of men on motorcycles tried to kidnap Doaa. After that, she did not feel safe. They could not return to Syria. Bassam paid \$5,000 American dollars to human smugglers for them to go to Europe.
N2:	With 500 other refugees , Doaa and Bassam tried to cross the Mediterranean . On their second day crossing , human smugglers in a small boat found them and screamed insults at the refugees . They said, “You will become food for fish.” The small boat hit the boat with the 500 refugees until there was a hole in it. Doaa and Bassam held onto the side of the sinking boat .
B:	Doaa, you must let go of the boat .
D:	Bassam, I cannot. I cannot swim .
B:	Let go of the boat , or when it sinks , you will be pulled under with it.
N1:	Bassam and Doaa let go of the boat and swam away as best they could.
B:	Doaa, get in this life ring . Sit in it like a chair so that you will float . I am a good swimmer. I will stay in the water.
D:	Thank you, Bassam. Look there are others. Let’s go close to them. It is safer to be with others.

N2:	They swam to a group of 100 other people and sang and prayed. There were refugees from many countries and faiths struggling for their lives in the water. The first day passed. People began to give up hope. They took their life vests off and sank into the water. A man holding a flotation device and a baby swam over to them.
M:	Please. Please, help me. This is Malek, my granddaughter. I feel too weak and cold to continue. I will not make it. Please take her. She is only eight months old.
D:	Give her to me. I will protect her and keep her on my lap on the life ring .
B:	Stay strong for your granddaughter. Do not give up.
N1:	The man stayed near Doaa and Bassam. During the night, they could no longer see him. They softly sang to keep their spirits up and comfort Malek. When the sun rose on their second day in the Mediterranean Sea , Bassam and Doaa looked for the man. He was gone. Doaa noticed that Bassam's lips were turning blue and he was shaking. The water had taken the warmth from Bassam's body, and he was suffering from hypothermia .
D:	My love, please hold on. You can make it. We will make it, and we will move to Europe. I will study architecture , and you will follow your dream to be a doctor.
B:	I am sorry. I should not have suggested that we leave.
D:	I wanted it too. There was no schooling or work in the camp. There was no future, no hope. Hold on to hope. We can still make it.

B:	My love, you will make it. I love you more than I have loved anyone else in my life. I am sorry.
D:	Bassam! No!
N2:	Bassam went under the water and died. Later in the afternoon, a woman holding an eighteen-month-old baby swam over to Doaa.
W:	Please take this child. This is Massa. Her sister just drowned . I know that I will not survive this day. Take my child, please.
D:	I will take Massa and do what I can to protect her.
N1:	On the fourth day, Doaa saw a ship . They helped her and the children onto the ship . Malek smiled as she was rescued , but her little body could not take the trauma from four days at sea and she died on the ship . A Greek helicopter came and took Doaa and Massa to the island of Crete, where they recovered. Massa went to live with her aunt and uncle in Sweden. After she was released from the hospital, Doaa was taken in and cared for by an Egyptian family. In 2015, the Academy of Athens gave Doaa one of their most prestigious awards for bravery.

This skit is based on:

Fleming, Melissa. "A Boat Carrying 500 Refugees Sunk at Sea: The Story of Two Survivors." *TEDxThessaloniki*, May 2015, www.ted.com/talks/melissa_fleming_a_boat_carrying_500_refugees_sunk_at_sea_the_story_of_two_survivors#t-760415. Accessed 1 Jan. 2017.



Fleming, Melissa. “The Death Boats: A Survivor’s Tale.” *UNHCR TRACKS*, 30 June 2015, tracks.unhcr.org/2015/06/the-death-boats-a-survivors-tale/. Accessed 4 Jan. 2017.

Smith-Spark, Laura. “Mediterranean Migrant Deaths Reach Record Level in 2016.” *CNN*, 26 Oct. 2016, edition.cnn.com/2016/10/26/world/mediterranean-refugees-2016-record-migrant-deaths/. Accessed 4 Jan. 2017.

Conversation Questions: Choose a Few to Talk About

1. What do you think about Doaa?
2. What do you think about Bassam?
3. Do you think Doaa is brave? Why or why not?
4. How would you react if your mother, father, brother, sister, child, or friend wanted to use a human smuggler to go to another country?
5. Would you support him or her? Why or why not?
6. Doaa’s biggest dream was to study in a university. Do you have a dream that you would be willing to risk your life for?
7. Do you think that there is something that you and your community can do to help people who are refugees?

Imagining the Future: Writing Activity

Here are two different writing activities that can be used with the skit *The Death Boat*.

1. At the end of this skit, we know that Doaa received an award for her bravery and Massa went to live with her extended family in Sweden. Using your imagination and creativity, write a story that describes Doaa's life in 2025—this will be 10 years after she received the award—and Massa's life in Sweden. Think about the ways in which their lives are better, different, and perhaps more difficult.
2. Imagine that Doaa and Massa meet in 2025. What do they talk about? What do they say to each other? Do they reflect on their experiences as refugees? Do they have opinions on the newest refugees who may be coming into their new countries? Do they return to Syria, and is that where they meet? If they are back in Syria, what are they doing? What is happening in Syria? Using your imagination, write a skit of the conversation between Doaa and Massa.

An Interview with a Director and Photographer

Useful Vocabulary and Expressions

Refugee crisis	A problem when there are too many refugees in an area and the services cannot help everyone
Treaty	An official agreement that is made between two or more states or groups
Photographer	A person who takes photographs as a job
Smuggle	To move someone or something from one country into another illegally and secretly
Asylum	Protection given by a government to a person who has left another country in order to escape being harmed
Death threat	When a person or group threatens to kill another person
Slavery	The practice of someone being owned by another person and being forced to work for that person without pay
Passport	An official document issued by the government of a country that identifies someone as a citizen of that country. This document is usually necessary when entering or leaving a country
Ethnicity	Of or relating to races or large groups of people who have the same customs, religion, origin, language
Interrupt	To suddenly stop something from happening for a time

Encampment	A place with temporary shelter, often tents or huts
Urban	Of or relating to cities and the people who live in them
Living situation	The living options available to you
Resettled	To begin to live in a new area after leaving an old one; to settle again
U.N.	United Nations
Coworkers	People who you work with
UNHCR	United Nations High Commissioner for Refugees
Policies	An officially accepted set of rules or ideas about what should be done
Shelter	A structure that covers or protects people or things; a tent or building
Emergency stage	A level in disaster management when people's lives are still at risk
Host community	A group of people who are providing help to refugees
Asset	Something or someone useful or valuable
Realistic	Based on what is real rather than on what is wanted or hoped for; sensible and appropriate
Rank	To place someone or something in a particular position among a group of people or things that are being judged according to quality, ability, size
Construction	The business of building things (such as houses or roads)

Nurse	A person who is trained to care for sick or injured people and usually works in a hospital or doctor's office
Laborer	A person who does hard physical work for money
Suit their needs	To provide something needed
Issue an invitation	To invite someone to do something

An Interview with a Director and Photographer

The Characters

Interviewer 1 Iryna (I1)	Interviewer 2 Anna (I2)	Alexander Betts (AB)	Barat Ali Batoor (BAB)
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I1:	I'm Iryna.
I2:	And, I'm Anna.
I1:	Today we are joined by Professor Alexander Betts, who is the director of the Refugee Studies Centre at the University of Oxford, and Mr. Barat Ali Batoor, an award-winning photographer , to discuss the refugee crisis around the world.
I2:	Professor Betts is working at the University of Oxford to help the international community respond to the worldwide refugee crisis . He believes our response is not enough. Professor, could you tell us a little more?

AB:	Many countries have signed treaties that state we have to welcome refugees into our countries and help them. However, very few help. Something must be done.
II:	Thank you, professor. Mr. Barat Ali Batoor? Could you tell us a little about your work?
BAB:	Yes, thank you. I'm a professional photographer . I used to work in Afghanistan. My most famous works are photographic essays. One is called "Dancing Boys," which was published in <i>The Washington Post</i> . The other essay portrays my journey as a refugee being smuggled from Pakistan to Australia. I think it is important to show why asylum seekers would risk their lives. I believe in the power of art to tell our stories.
II:	What made you flee Pakistan as a refugee?
BAB:	I received death threats in Afghanistan after I published my photo essay about the slavery of young Afghan boys in "Dancing Boys." I moved to Quetta, Pakistan, where I was born, but things have changed. I am ethnically Hazara. In Quetta, there were attacks on my people and several of my friends were killed. I might be next. Even though I was a journalist and had many connections, there was very little I could do to move to any of the neighboring countries and live safely because my passport is from Afghanistan. This is why I contacted human smugglers .

- AB:** If I might **interrupt**. We currently give refugees very few choices, even for someone as well connected as Mr. Barat Ali Batoor. As we just heard, he didn't get the help he needed. For most refugees, there are few choices. One common choice is **encampment**, where they are forced to live in camps, which can be far away from **urban** centers so it is difficult to find work. Another choice is a dangerous journey with the help of **human smugglers**.
- I2:** But, I have heard that many refugees have been nicely **resettled** and provided for by different countries. That differs from what you are saying.
- AB:** About one percent of refugees have the experience you've just mentioned. Most do not. Let's look at it this way: If refugees believed their **living situation** would provide for their families, why would they risk death to get to another country?
- I1:** That's a good point and leads us back to Mr. Barat Ali Batoor. You were in that boat with others who, like you, paid around \$14,000 American dollars to be taken to Australia. You could have booked ten flights for the price you paid. Why did you go through a human **smuggler**? What was your journey like?
- BAB:** Again, I have a **passport** from Afghanistan. There are not many countries that will accept young male refugee seekers from Afghanistan. I didn't have many options.
- I2:** But, you have worked for the U.N. in Afghanistan!

BAB: I was too shy to tell my story to my **coworkers**. My life was in danger, but people have such bad ideas about refugees. They believe that we are not worth anything. I was embarrassed to ask for help.

I1: Was there a moment when you were scared?

BAB: Of course. At one point, the boat was full of water and the waves were very big. We turned back to Indonesia, but everyone had given up hope. I took pictures because I believed if someone found them our story could still be told. The world would see that refugees are good people who need a safe place to live and prosper.

I2: How did you get **asylum**?

BAB: Back in Indonesia, I contacted **UNHCR** to plead my case. Luckily, people heard about what happened to me and the process went quickly. Because I'm a journalist, I am in that one percent Professor Betts mentioned. My friends who died on the first boat—who knows how long the **UNHCR** process would have taken for them and if they would have been successful. This is why we need to change our systems and listen to what Professor Betts has to say.

I1: Thank you, Mr. Barat Ali Batoor. Professor, could you tell us how we might change this situation?

- AB: I believe that people care and want to help, but I think that our immigration **policies**, created over fifty years ago, have to be changed. There are four major ideas that could easily benefit refugees and the countries **sheltering** them.
- I2: Unfortunately, we don't have time to discuss all four ideas, but would you share two?
- AB: The first idea is what I call "Enabling Environments." This means that once the refugees move past the **emergency stage**, they are given the right to work, classes, access to finance, and the ability to move around the country.
- I1: Won't this be a problem for the population of the host country?
- AB: No, it will not. Uganda is a great example of this change working powerfully for both the refugees and the **host community**. In Kampala, the capital, my research team from Oxford found that twenty-one percent of refugees created businesses that successfully employed people from the host country. Refugees created jobs for the local community. When they are allowed, they can be a powerful **asset** to the host country.
- I1: What an incredible example! Is this **realistic** for most countries?
- AB: Most countries do not open up to refugees like Uganda. In my 2016 TED Talk, "Our Refugee System Is Failing: Here's How We Can Fix It," I discuss a second idea. Most countries would probably be far more willing to use this idea.
- I2: Please tell us your second idea.

- AB:** My second idea is based on a series of matching. Refugees would submit a skill list and where they would like to go into a matching program run by the U.N. At the same time, countries submit a **ranking** of the types of labor they need. For example, there may be a shortage of **nurses** and **construction laborers** in the United States. The U.S. would receive a list of the refugees who have **nursing** or **construction** experience and language knowledge. The U.S. could then pick the refugees that best **suit their needs** and issue an **invitation** and visa. This benefits everyone. The refugees are providing service to their **host community**, and they are learning new skills that they can take back to rebuild their community and country once the conflict has ended. The **host community** also benefits because it has access to the labor it needs.
- I1:** That seems like a reasonable suggestion. How could a matching program manage this?
- AB:** Actually, it would be quite easy to create a computer-based matching program. We already have them, if you think of the dating websites that are being used worldwide. With a few changes, they could be altered to match refugees with countries.
- I2:** Mr. Barat Ali Batoor and Mr. Alexander Betts, thank you for sharing your wisdom and experiences. We have learned a lot today.

This interview is based on the following resources:

Betts, Alexander. “Our Refugee System Is Failing: Here’s How We Can Fix It.” *TED Talks*, 3 Mar. 2016, www.ted.com/playlists/294/refugees_welcome. Accessed 15 Jan. 2017.

Mackenzie, Michael. “Boats and Afghan Dancing Boys: Behind the Lens of Photographer Barat Ali Batoor.” *RN Afternoons*, 26 May 2016, www.abc.net.au/radionational/programs/rnafternoons/barat-ali-batoor-asylum-seeking-dancingboys-of-afghanistan/7459174. Accessed 10 Jan. 2017.

Conversation Questions: Choose a Few to Talk About

1. What were the ideas Professor Betts suggested to help settle refugees?
2. What do you think about the ideas? Could they work in your country?
3. What do you think about Barat Ali Batoor’s story?
4. Would you be able to do what Barat Ali Batoor did—leave your home country? Why or why not?
5. Do you have refugees in your community? If so, how has your community helped them?
6. If not, how might your community help them?
7. Think of some famous refugees. What did they do that made them famous? How did they prosper in their new communities?

UNHCR: A Role-Play and Conversation

[Note: For this role-play, it may be useful to create groups of four or five members. Each group will be a committee of UNHCR.]

In this role-play activity, we must imagine that we are members of a committee of the Office of the United Nations High Commissioner for Refugees (UNHCR).

UNHCR has a problem because the plane they sent to take refugees to Europe only has room for four more people. We must, as a committee, choose four people who will go on the plane. We must agree on the same four people—unanimously. The plane will leave in twenty minutes so we must make our decision quickly.

UNHCR wants refugees who are of strong body and mind. They must be able and willing to work or study in their host country. Special advantage will be given to those who want to return to rebuild their country after the conflict has ended. Men or women involved in organizing or orchestrating the conflict should not be given a seat on the plane.

Here is information about the refugees whom the committee must choose from.

Student, 20 years old. He has a university diploma, and he was a political prisoner. He wants to return to his country when the situation is stable again.

Engineer, 55 years old. He constructed many beautiful buildings in his country. He may be sick. He has a fever. His mother is with him. He will not go unless his mother goes too.

Mother, 80 years old. She was a teacher for fifty years, and she is very intelligent. She speaks three national languages. One language is spoken in only ten villages. She knows a lot about the history and culture of her country. She is not happy to leave her country.

Young mother, 30 years old. She has two children. She will not go unless they go too. She is very dirty, and she cries all the time. She needs help with feeding her children. Sometimes she hits them.

Son, 5 years old. He is very quiet and looks very sad. He holds his mother's dress and will not go anywhere without her. He refuses to eat.

Daughter, 7 years old. She is happy and talks a lot. She is curious and interested in what she sees. She asks a lot of questions. She tries to repeat the English words that she hears. She watches her mother and her brother and tries to take care of them.

Government Minister, 45 years old. He was very famous in national politics and very rich. When the other refugees see him, they are afraid. Many military generals are his friends. He wants to return to his country when the situation is stable.

Activist, 24 years old. She graduated from university with a specialty in government policy and law. She is a peace activist and organizes non-violent demonstrations against the government. She was arrested during an anti-government protest on environmental protection. She was charged with terrorism. She is a political prisoner. She wants to return to her country to help rebuild it.

Businesswoman, 42 years old. She travels to China and returns with

merchandise to sell in the markets. She is very rich. She will not return to her country even if it becomes stable again.

Musician, 30 years old. He is very famous in his country for his political songs. He is very intelligent and has many girlfriends. He is a drug addict.

Artist, 37 years old. She is a world-famous artist. She is a member of the opposition political party. She is a feminist and interested in gender issues. She will return to her country as soon as possible.

Sharing Our Decisions with UNHCR

Now, it is time for each committee to share their decisions. We need a volunteer to write down the decisions of each group.

When all the committees have given their recommendations, the High Commissioner (the Club Leader or the Club Leadership Team) chooses the top four refugees from all the group lists and announces the decision to the Club.

Conversation Questions: Choose a Few to Talk About

1. Was it easy or difficult to choose the four refugees? What made it easy—or difficult?
2. What was the biggest concern for you in the decisions?
3. Were the group members easy to persuade?

4. How did the group make decisions? Was there a leader in this decision-making process?
5. Say more about how the group made decisions.

Communicating with UNHCR: Two Writing Activities

Finish the Role-Play

Imagine that as a UNHCR committee, you are asked to write a letter to UNHCR with the names of those refugees who were put on the plane. In this letter, you need to give your reasons for accepting the four refugees. You also need to give your reasons for refusing to accept the other refugees. You need to be very specific in the letter and write about each of the eleven refugees. At the end of the letter, make recommendations to UNHCR that may help them avoid this kind of situation in the future.

Be sure to use creativity and imagination as you write this letter.

Point of View

For this activity, imagine a skit with five (or six or seven or all) refugees who want a seat on the plane. They are given permission to speak to your UNHCR committee. Write a skit in which they speak to the committee and the committee responds to them. Here are a few questions that might help with this writing:

- What do each of the refugees say to the committee members?
- How do the committee members respond? What questions do they ask?

- How do the refugees answer the committee questions?
- Do the refugees present more information to the committee?
- Does any of this new information encourage the committee to change their decisions?
- If they change their decisions, what do those refugees who are removed from the plane say?

Guest Speaker: Ideas for a Presentation

Let's brainstorm ideas for a guest speaker and a presentation topic. Below are a few ideas for presentation topics.

- Refugee concerns
- Organizations that help refugees
- Trafficked persons
- Sexual slavery
- Border guards
- Protecting national borders
- Immigration policies

Debate Topics

These are suggested debate topics. Members may want to choose (by consensus or vote) one or a few from this list. Or, Members and/or the Leadership Team can modify, change, or add topics that are of interest to the Club. The Leader will establish the debate rules using the directions in *Section 3* of this *Guide*.

TOPIC: Refugees and Prison

PRO—Refugees are terrorists and should be put in prison.

CON—Refugees are not terrorists, and they should go to refugee camps.

TOPIC: Developed Countries and Refugees

PRO—Developed countries should accept all refugees.

CON—Developed countries should not accept all refugees.

TOPIC: Refugees and Neighboring Countries

PRO—Countries that are neighbors in a conflict should accept refugees.

CON—Countries that are neighbors in a conflict should not accept refugees.

TOPIC: Refugees and School

PRO—All child refugees have the right to go to school and should have that schooling provided whether they are living in a camp or host country.

CON—All child refugees have the right to go to school, but schooling should not be provided for them at refugee camps.

Suggest other ideas for debate topics to other Members and also share them with the Club Leadership Team.

A Vision Board for Refugees

Here are a few questions we can talk about:

- Do we have refugees in our community?
- How many refugees do we have in our community?
- Are there people living in difficult places who would like to come to our community for safety and support?
- Are there programs in place to help refugees coming into our community? What are they? Are these programs effective?
- Is there anything we can do as a group to reach out to the refugee community to help them?

Here are questions that we can have our vision board answer:

- How do we want our community to look in the next five years?
- What can we do to support our goals?

Individual Reflection

- Is there a refugee center where I can volunteer my time?
- Is there a refugee organization where I can volunteer to help manage or promote the center?

My individual vision board should answer these questions:

- In the next five years, what would my life look like if I helped refugees?
- How can helping refugees positively impact me and my life?

Action Plan

What actions can we take to help refugees? Let's create a plan. Using Active Listening, Brainstorming, and Vision Boards, we can create an Action Plan.

Let's try to identify an action we want to do as an English Club. Here are a few ideas that might help us start to think about what we might do.

- Write a letter to a government office about refugees;
- Write an editorial for the local newspaper to express our view about refugees;
- Call the local radio station and express our opinion about refugees.

Let's remember that we may have other ideas. We can organize a group to follow up with our plan for the next meeting too.

To Continue Learning

For more ideas from Professor Alexander Betts about how to help refugees, listen to his TED Talk here:

https://www.ted.com/talks/alexander_betts_our_refugee_system_is_failing_here_s_how_we_can_fix_it

Love and Marriage



Introduction

Love and marriage have been interesting topics for people to talk about for centuries. Marriage has traditionally been an agreement between two families, a merger to form a business agreement. Love is harder to define, harder to explain. What is love? Is love enough to bring two people together in marriage? Should love and marriage mix? These are some of the ideas we explore in this section.

Is this Love? A Skit

Note: This may be a sensitive skit for some Members. The Leadership Team should be sure to review the section *Talking about Sensitive Topics* in *Section 1* and *Using Gender-based Groups* in *Section 3*.

Useful Vocabulary and Expressions

To have sex with someone	To sleep with someone; to go to bed with someone; to have intercourse with someone
To block	To put something on a path that stops people
Meanwhile	In the intervening period of time
To dishonor someone	To do something that is not respectful of someone
Dilemma	A situation with a difficult choice between two (or more) actions and neither one is good
Dusk	The end of the day when the sun goes down
To be engaged to be married to someone	To have a fiancé(e)
To rape	To force someone even when they say, “No,” to have sexual intercourse

*Is this Love? A Skit**The Characters*

Narrator (N)	Susan (S)	Patrick (P)	Paul (Pl)	Bandit 1 (B1)	Bandit 2 (B2)
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N:	Susan and Patrick love each other very much. They are engaged to be married . Today Susan is visiting Patrick. He is very sick with malaria.
P:	Susan, my dear, I am so sorry to tell you that I have malaria and I need some medicine. I don't know if it is possible for you to get me pills at the hospital.
S:	Of course I will go to the hospital and get some for you.
N:	Susan leaves early the next morning for the hospital. When she arrives, there is a long line. She waits all day for the pharmacist to serve her. It is dusk when she begins to walk home. Suddenly, a group of bandits blocks her path.
B1:	Stop. Give us everything you have, or we will kill you.
S:	No, I won't. I have medicine for my fiancé. If I don't give this to him, he will become very sick.
B2:	Really? OK. Here's what we'll do. If you have sex with us , we will let you return to your fiancé with the medicine. If you don't, then we will kill you.

- N:** Susan cries and begs, but the bandits do not change their minds. Finally Susan agrees to **have sex with each** of them. When Bandit 1 is finished, he tells her to go to Bandit 2. Susan goes to Bandit 2.
- B2:** Go! I won't **rape** you. Run to your fiancé and don't stop for anyone.
- N:** Susan runs away quickly. When she reaches Patrick, she is sweating a lot and she is out of breath. She is very, very upset. When Patrick asks what happened, she tells him about the bandits.
- P:** How could you let the bandit **rape** you? You **dishonored me**. You ruined our plans for a beautiful life. Leave! I never want to see you again.
- N:** Susan begs Patrick to understand the **dilemma** she faced, but Patrick does not listen to her. Finally, she leaves his house, but before she goes, she gives Patrick the medicine. After she goes, Patrick takes the pills. **Meanwhile**, Susan walks slowly to her home. On the way, she meets her father's friend, Paul, and she tells him the story.
- Pl:** This is terrible Susan. I can't believe that Patrick is so cruel. Didn't he understand you did this for him? I am going to punish him.
- N:** Paul finds Patrick and beats him badly. Then Paul goes back to Susan and tells her what he did. Susan looks at Paul and smiles.

Conversation Questions: Choose a Few to Talk About

Note: Because this may be a difficult conversation, consider separating girls/women and boys/men into different rooms or places where they will not hear each other's discussions.

1. Make a list of the characters—then, rank the characters by putting the best character first, second best next, and continue by putting the worst character last.
2. Compare each individual list of characters with other Club Members' lists and compromise so that everyone agrees with one list of the best character, second best, and so forth to the worst, last character. If Members are in groups, all Members in the group should agree unanimously on the ranking.
3. At this moment in the story, Patrick and Susan have many problems. What are their problems? Make a list of the problems.
4. Look at this list. Do you see that your community has problems that are similar to Patrick's and Susan's problems? What are they? List them.

Five Years Later: Writing Activity

Imagine that Susan and Patrick meet on the street five years later. Be creative and imaginative and write a skit about what they say to each other.

Use these questions to help write the skit:

- What does Patrick say to Susan?

- What does Susan say to Patrick?
- Are they happy with their lives since the rape?
- What does Patrick do? How is his career now? Did he find a new girlfriend? Did they marry?
- What does Susan do? Is she a mother or career woman? Did she find a new boyfriend? Did they marry?
- How did their lives change since the rape?

Marriage or Business: A Skit

Useful Vocabulary and Expressions

Son-in-law	The title of the man who marries a daughter in the family
Hand in marriage	A phrase that is used to ask someone to marry you: “May I have your hand in marriage?”
Wife	The female partner in a marriage between a man and a woman
Marriage	A legally binding agreement between a man and a woman to integrate their households and live together
Delicious	Very pleasant to taste
Set aside	To save something
Burden	Someone or something that is very difficult to accept, do, or deal with

Marriage or Business: A Skit

The Characters

Narrator (N)	Antoinette (A)	Michael (M)	Antoinette's Mother (AM)	Antoinette's Father (AF)
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N:	Antoinette has a boyfriend named Michael. They met when they were students at the university and love each other very much. Three months ago, they decided to marry.
A:	Mother and father, I am happy. I told you that there is a special man in my life. We have been dating for a long time and his name is Michael. I would like you to meet him.
M:	It is my pleasure to meet you. Will you agree that I may marry your daughter? I will take very good care of her.
AF:	Michael, we are happy to meet you. Antoinette tells us that you come from a good family, and we would be happy to count you as our son-in-law .
AM:	We can see that you are a serious man, and we know our daughter will be happy as your wife .
AF:	Next week, we will tell you what you need to give us for our daughter's hand in marriage .
M:	Thank you. I look forward to hearing your requests. Next week, I invite you to join me for dinner so we can discuss your requests.

N: Antoinette's parents are very happy because Michael is a business-man. They want to ask him to give them many things. For starters, \$25,000 American dollars and a motorbike. Antoinette and her parents join Michael at a nice restaurant the following week.

A: Look at how beautiful this restaurant is! Mother, father, I will be so happy in this match. Please support me!

AM: Yes, this is a beautiful place and we do support you. We will make sure that Michael is prepared to support you too.

A: Michael! Look, he's there. Let's go join him.

N: After eating a **delicious** meal, Antoinette's parents tell Michael what they want.

M: This is very expensive. I don't know if this is possible. I am not a rich man.

A: Mother, can you help me in the restroom? I think that my dress has come undone on the side.

N: Antoinette is disappointed in the requests her parents make. She knows that Michael is a businessman, but he is not very wealthy. He works hard for the money that he makes and it is enough for a small family, but not much more. \$25,000 American dollars is too much for him to pay.

A: Mother, Michael does not make enough to afford to pay this amount of money.

AM: But he must if he wants to marry you. You are worth this amount of money, and if he will not pay, some other young man will.

A: I do not want to marry another man. I want to marry Michael.

AM:	Don't worry, darling. Your father and I are taking care of you. We will make sure you marry the right person.
N:	Michael thanks Antoinette's parents for having dinner with him. He repeats that he does not have a lot of money to give them and also buy a motorbike. He asks them to consider a lower amount, and Antoinette's parents agree to think about it. The next evening Michael and Antoinette meet for coffee at a restaurant in the downtown area.
M:	Antoinette, I want to marry you with all my heart but I will not be able to give your parents so much—the money and motorbike.
A:	I know this Michael. I asked my mom to think about this as well. She has agreed to talk to my father. What if I help to pay it? I have some money set aside from my job teaching; it is not a lot, but it will take some of the burden off of you. We don't need to let my parents know.

Conversation Questions: Choose a Few to Talk About

1. Is it right for parents to ask for money? Why or why not?
2. How much is a reasonable amount of money to ask for?
3. Should the parents reconsider the money they asked for? Why or why not?
4. Should Antoinette give Michael money to help him pay her parents? Why or why not?
5. What are Michael's problems? What are Antoinette's problems? How do you think they will solve the problems?

Part Two: Writing Activity

Using the skit above, think about these questions:

- What does Michael say to Antoinette? What do they agree to do?
- What do Antoinette's parents say to each other? What do they agree to do?
- What do Antoinette's parents say to Antoinette and Michael?

Use these questions to think about the next part of this story. Then, write the next part of this story as a new skit. Share your skits with other Club Members.

Selecting Partners: A Conversation about Marriage Choices



For this conversation, use gender-based groups (see *Section 3* pages 168–169).

Useful Vocabulary and Expressions

Unanimous	Agreed to by everyone
Unemployed	To have no job; not employed
To speak out against someone/ something	To protest

Good-looking	Attractive; handsome; pretty
Love affair	To have a sexual relationship when one person is married already to another person
Except	Not including someone or something; other than something or someone
Limp	To walk in a slow and awkward way because of an injury to a leg or foot
Twice	Two times
Cured	To become healthy again after receiving medicine or a medical treatment
Depressed	Feeling sad
Rarely	Not very often
In-law	Indicates the family of one's husband or wife; for example, your brother-in-law is the brother of your husband/wife

Before continuing, be sure there are two separate places where girls/women and boys/men can go for their conversations. Before going to the separate places, be sure everyone understands the directions that follow:

- Each group must choose a marriage partner for their sibling.
- The girls/women will choose a marriage partner for their sister.
- The boys/men will choose a marriage partner for their brother.
- Each group must make a unanimous recommendation to their sibling.

Below are the two groups of choices. First are the choices for the boys/men and next are the choices for the girls/women. Finish these conversations in thirty minutes.

Selecting Partners: Boys/Men Group Conversation

Let’s imagine that last week our brother said he wants to marry. He tells us that he knows four young women who he thinks would all make good wives. He can’t decide which of these women to marry. He wants us to help him choose one. We (our group) must make a unanimous recommendation to him. Everyone must agree on the same young woman to recommend to our brother.

Here are the choices.

Your Possible Sister-in-Law

Theresa	Angelica
<ul style="list-style-type: none"> • Beautiful, younger than your brother 	<ul style="list-style-type: none"> • Good-looking, as old as your brother
<ul style="list-style-type: none"> • Not much money 	<ul style="list-style-type: none"> • A university professor
<ul style="list-style-type: none"> • Tells everyone she loves your brother 	<ul style="list-style-type: none"> • Very affectionate in public
<ul style="list-style-type: none"> • Ambitious and self-centered 	<ul style="list-style-type: none"> • Criticizes the government in public
<ul style="list-style-type: none"> • Has a secondary school diploma 	<ul style="list-style-type: none"> • Had a love affair with a married man for two years

Theresa	Angelica
<ul style="list-style-type: none"> • Unemployed 	<ul style="list-style-type: none"> • Good physical health except she walks with a limp
<ul style="list-style-type: none"> • Likes to go to bars and loves to dance 	<ul style="list-style-type: none"> • Enjoys talking with your family, especially your mother
<ul style="list-style-type: none"> • Had three boyfriends in the past 	<ul style="list-style-type: none"> • Does not want any children
<ul style="list-style-type: none"> • Excellent physical health 	
<ul style="list-style-type: none"> • Wants to have four children 	
<ul style="list-style-type: none"> • Speaks out against child abuse 	

Helen	Marie
<ul style="list-style-type: none"> • Rich, seven years older than your brother 	<ul style="list-style-type: none"> • A simple woman, not very beautiful
<ul style="list-style-type: none"> • Beautiful 	<ul style="list-style-type: none"> • Kind, sensitive, thoughtful—her eyes show her love for your brother
<ul style="list-style-type: none"> • Always kind to your brother but never says that she loves him 	<ul style="list-style-type: none"> • Raped when she was sixteen years old
<ul style="list-style-type: none"> • Gives your brother expensive gifts 	<ul style="list-style-type: none"> • Cannot have children
<ul style="list-style-type: none"> • Passionate volunteer for “Save the Wildlife” organization 	<ul style="list-style-type: none"> • A businesswoman
<ul style="list-style-type: none"> • Has a university diploma 	<ul style="list-style-type: none"> • Wants to work after marriage

Helen	Marie
<ul style="list-style-type: none"> Married twice before—both husbands died mysteriously—has two children 	<ul style="list-style-type: none"> Her family is very big, and your brother had two fights with her father
<ul style="list-style-type: none"> In good physical health 	<ul style="list-style-type: none"> Passionate volunteer for stopping violence against women and children
<ul style="list-style-type: none"> Wants to have one more child 	<ul style="list-style-type: none"> In good physical health, cured of tuberculosis last year

Conversation Questions for Boys/Men: Choose a Few to Talk About

Here are a few questions to talk about. Be sure to add questions the group may want to talk about that do not appear on this list:

1. Was it easy or difficult to make a choice? Explain.
2. What characteristics were most important in your decision-making process?
3. Was it easy or difficult for the group to reach a unanimous decision? Explain.
4. Do you think that parents have the same problems when they think about their children's marriage partner?

Selecting Partners: Girls/Women Group Conversation

Let’s imagine that last week our sister said she wants to marry. She tells us that she knows four young men who she thinks would all make good husbands. She can’t decide which of these men to marry. She wants us to help her choose one. We (our group) must make a unanimous recommendation to her. Everyone must agree on the same young man to recommend to our sister.

Here are the choices.

Your Possible Brother-in-Law

Mark	Jack
<ul style="list-style-type: none">• Very handsome, three years younger than your sister	<ul style="list-style-type: none">• Handsome, a surgeon at the hospital
<ul style="list-style-type: none">• A musician, very popular	<ul style="list-style-type: none">• Wealthy
<ul style="list-style-type: none">• Makes a lot of money and spends it quickly	<ul style="list-style-type: none">• Studied in Europe, likes European food
<ul style="list-style-type: none">• Tells your sister how much he loves her	<ul style="list-style-type: none">• As old as your sister
<ul style="list-style-type: none">• Gives your sister lots of expensive gifts	<ul style="list-style-type: none">• Very affectionate in public
<ul style="list-style-type: none">• Very ambitious and self-centered	<ul style="list-style-type: none">• Had a love affair with a married woman for two years
<ul style="list-style-type: none">• Excellent physical health	<ul style="list-style-type: none">• Serious and intelligent

Mark	Jack
<ul style="list-style-type: none"> • Travels a lot 	<ul style="list-style-type: none"> • In good health but gets depressed
<ul style="list-style-type: none"> • Wants five children 	<ul style="list-style-type: none"> • Speaks out against corruption
<ul style="list-style-type: none"> • Doesn't like to visit your family—or his 	<ul style="list-style-type: none"> • Wants to have two children
<ul style="list-style-type: none"> • Sings songs critical of the government 	<ul style="list-style-type: none"> • Doesn't help his family

Joseph	Charles
<ul style="list-style-type: none"> • Rich, ten years older than your sister 	<ul style="list-style-type: none"> • A simple man, not very attractive, three years older than your sister
<ul style="list-style-type: none"> • A businessman 	<ul style="list-style-type: none"> • Works in a hotel as a chef
<ul style="list-style-type: none"> • Always kind to your sister but never tells her that he loves her 	<ul style="list-style-type: none"> • Has a secondary school diploma
<ul style="list-style-type: none"> • Gives her expensive gifts, takes her to elegant restaurants 	<ul style="list-style-type: none"> • Has a good salary, rarely spends money
<ul style="list-style-type: none"> • Married twice—both wives died mysteriously—has five grown children 	<ul style="list-style-type: none"> • Takes your sister for long walks
<ul style="list-style-type: none"> • In good health, likes to drink wine 	<ul style="list-style-type: none"> • Never married, only one other girlfriend in high school

Joseph	Charles
<ul style="list-style-type: none">• Likes to stay at home; doesn't want any more children	<ul style="list-style-type: none">• Speaks English and Chinese
<ul style="list-style-type: none">• Likes to visit your family, enjoys talking to your mother	<ul style="list-style-type: none">• Was a child-soldier and doesn't talk about these experiences
<ul style="list-style-type: none">• Active in "Save the Wildlife" organization	<ul style="list-style-type: none">• Likes to visit friends on the weekends
	<ul style="list-style-type: none">• Helps his family all the time, enjoys talking to your father
	<ul style="list-style-type: none">• Wants to have two children

Conversation Questions for Girls/Women: Choose a Few to Talk About

Here are a few questions to talk about. Be sure to add questions the group may want to talk about that do not appear on this list:

1. Was it easy or difficult to make a choice? Explain.
2. What characteristics were most important in your decision-making process?
3. Was it easy or difficult for the group to reach a unanimous decision? Explain.
4. Do you think that parents have the same problems when they think about their children's marriage partner?

Conversation Questions: Choose a Few to Talk About

At the end of the gender-based conversations, come together in one mixed group of girls/women and boys/men. Talk together using some of the same questions you talked about in the gender-based groups:

1. Was it easy or difficult to make a choice? Explain.
2. What characteristics were most important in your decision-making process?
3. Was it easy or difficult for the group to reach a unanimous decision? Explain.
4. Do you think there were differences in the gender-based group discussions? Explain why, and share what differences you found.
5. Do you think that parents have the same problems when they think about their children's marriage partner?

Characteristics of Our Partners: A Conversation

In several meetings, we have talked about love and marriage. We selected the best man and the best woman for our imaginary siblings. Today, let's talk about the characteristics we want in our marriage partner or boyfriend/girlfriend. First, let's decide if we want to talk about these characteristics in gender-based groups (see [Section 3](#) pages 168–169).

After the decision is made but before going into groups, review the vocabulary below.

Useful Vocabulary and Expressions

Beauty	The quality of being physically attractive
Hairstyle	Style, design, cut of hair
Unemployed	To have no job; not employed
Temporarily	Continuing for a limited amount of time; not permanent
Affection	A feeling of liking and caring for someone or something; acts of tenderness, love, kindness
Issue	Something that people are talking about, thinking about; an important subject or topic
Arrogant	Having or showing the insulting attitude of people who believe that they are better, smarter, or more important than other people; having or showing arrogance
Shy	Feeling nervous and uncomfortable about meeting and talking to people
Talkative	Tending to talk a lot or to enjoy having conversations with people
Self-centered	Too interested in yourself and not caring about the needs or feelings of other people
Narcissistic	Loving and admiring yourself and especially your appearance too much
Self-assured	Having or showing confidence in yourself and your abilities

Addicted to [something]	Unable to stop doing something that is harmful
Divorcé(e)	A divorced person
Widow(er)	Woman whose husband died (widow); man whose wife died (widower)

Think about the characteristics we want in our marriage partner or boyfriend/girlfriend. Consider these questions:

- What is the most important characteristic I want my marriage partner (boyfriend/girlfriend) to have?
- Are there characteristics that are more important than others?
- What characteristics do I want in the person who will be with me forever?
- What is the least important characteristic?

Now, look at the list below. These are characteristics we can find in all kinds of people. Next, prioritize this list of characteristics that we would like to have in our marriage partner or boyfriend/girlfriend. Each characteristic has examples—but these are ONLY examples. The characteristics are broader and more interesting.

The characteristics are in alphabetical order. Try to agree on priorities. If there is disagreement, explain why. Start with the most important characteristic and rank in order of priority from most important to least important. Take twenty minutes for this conversation.

Characteristics of Marriage Partners

Characteristic	Examples of Characteristic
Appearance	Beauty, clothes, hairstyle, makeup, body
Education	Years in school completed
Employment/ Financial situation	Unemployed, a small salary, a big salary, receives gifts or salary increase, temporarily employed
Expressions of love	Writes love poems, shows affection in public, gives expensive gifts
Family size	Number of children, no children
Interests/Hobbies/ Likes-Dislikes	Passionate about an issue, speaks out against an issue, loves to [read, dance, listen to music], hates to [talk about politics], helps the [community]
Involvement with family	Loves/hates [family members], argues with [family]
Personality	Kind, arrogant, shy, talkative, self-centered, narcissistic, self-assured
Physical health	Excellent health, major health problem [HIV/ AIDS, tuberculosis], addicted to [cigarettes, alcohol]
Romantic history/ Sexual experiences	Number of boyfriends/girlfriends, widow(er), divorcé(e), history of sexual violence, sexual experiences

Characteristic	Examples of Characteristic
Values	The same or different religion, the same or different ideas about honesty, the same or different ideas about spending/saving money

Remember, take twenty minutes to prioritize this list (see [page 145](#)).

At the end of twenty minutes, tell each other the choices you made. Then, ask if anyone wants to change his or her decisions.

Guest Speaker: Ideas for a Presentation

Here are some ideas for presentations about love and marriage. Let's feel free to make other suggestions for presentation ideas if we don't see anything we like below.

- What do we need to think about before we get married?
- What are the biggest problems that married couples face, and how can we avoid them before we marry?
- Is love enough to overcome problems?
- What are sexually transmitted diseases? How can we recognize the signs of them? What should we do if we think we have one?
- What are the advantages and disadvantages of getting married—for men and women?
- What are the advantages and disadvantages of being single—for men and women?

Debate Topics

These are suggested debate topics. Members may want to choose (by consensus or vote) one or a few from this list. Or, Members and/or the Leadership Team can modify, change, or add topics that are of interest to the Club. The Leader will establish the debate rules using the directions in *Section 3* of this *Guide*.

TOPIC: Shared Values

PRO—Spouses must be faithful to each other.

CON—Spouses do not need to be faithful to each other.

TOPIC: Physical Beauty

PRO—The physical beauty of a spouse is very important.

CON—The physical beauty of a spouse is not important.

TOPIC: Before Marriage

PRO—Engaged couples must live together before they marry.

CON—Engaged couples should not live together before they marry.

TOPIC: Inter-Ethnic/Inter-Racial Marriages

PRO—Inter-ethnic and inter-racial marriages should be allowed.

CON—People should not be allowed to marry outside their ethnic or racial group.

TOPIC: Marriage and Religion

PRO—People must not marry outside their religion.

CON—People should be allowed to marry outside their religion.

TOPIC: HIV/AIDS [SIDA] and Marriage

PRO—People with HIV/AIDS should not be allowed to marry.

CON—People with HIV/AIDS should be allowed to marry.

TOPIC: Marriage and Similar Ages

PRO—Marriage must be between people who have similar ages.

CON—People with very different ages should be able to marry.

TOPIC: Showing Affection in Public

PRO—Engaged couples can show affection in public.

CON—Engaged couples must not show affection in public.

Suggest other ideas for debate topics to other Members and also share them with the Club Leadership Team.

A Vision Board for Love

Here are questions to help create a vision board for love. Let's use these questions, or we can create our own questions to talk about love as we create our vision board.

- What is love?
- How do we know that we love someone and someone loves us?
- What contributions can our community make to support love and loving relationships?
- What is missing in our community that makes it hard to be loving towards each other?
- Is there a way we can encourage the development of these ideals in our community?
- Is there someone in my life who I would like to see in love or married?
- What characteristics should the spouse of this person have?
- What type of life do I hope for this person once he or she is married or partnered with someone?

Our vision board should answer one to three of the questions below:

- How do we want our neighborly relationships to look in the next five years?
- What can we do to support loving families in our community?
- In the next five years, what principles would we like to have in our community?
- In the next five years, what would I like my life, or the life of the person I would like to marry, to look like?
- What characteristics would I like my spouse to have?
- Will I (or the person) have a big house? A car? A nice spouse? A child? Lots of children?



SECTION 3: FOR THE ENGLISH CLUB LEADERSHIP TEAM

Introduction

If you are reading this section, you have probably been elected to your Club Leadership Team! Congratulations! Leaders have lots of responsibilities. One of your most important responsibilities is to be sure that you lead Club meetings that are well-planned, thoughtful, and fun. Members will support the Club if the meetings are interesting, relevant, enjoyable, and creative.

For these reasons, it is important that, as a Team, you read this section together. Included here is information about the responsibilities of the Leadership Team and ideas for preparing, organizing, and managing Club meetings.

It is not necessary to read through the entire section page-by-page. You can skip around and read the sections that you find most interesting first. Then read the other sections next.

You may need to re-read some sections when you prepare for a specific Club meeting activity—this is good! You can't remember everything you read the first time you read it.

So, it's time to learn what you can do as the Leadership Team to create a successful, engaging, dynamic, and fun English Club!

What is the Club Leadership Team?

People elected by Club Members are the Leadership Team. The Team has three people:



- English Club President—or Leader (Clubs can decide which word they want to use)
- English Club Vice President—or Associate Leader
- English Club Secretary—or Assistant

The first responsibility of the Leadership Team is to decide what each person on the Leadership Team will do. It is important that the Team shares responsibilities so no one person does everything. Below are suggested responsibilities for the three people on the Team.

The President/Leader is responsible for leading the Club. Examples of responsibilities for the President/Leader include:

- Collaborate with Members in choosing the Club meeting dates, places, and times;
- Plan and prepare each Club meeting using this *Guide* and other resources;
- Create a meeting agenda that is clear and organized;
- Present meeting activities that are fun, interesting, exciting, and thoughtful;
- Attend all Club meetings ... OR ... Inform the Leadership Team as soon as possible if you will be absent from a Club meeting; if possible, help to plan the meeting so there is continuity for Members;
- Bring all necessary materials needed for Club meetings;

- Arrive early for the Club meetings (suggested time—at least fifteen minutes);
- Welcome Club Members to meetings;
- Listen and share Member ideas and concerns with the Leadership Team;
- Communicate on a regular basis with the Leadership Team.

Examples of responsibilities of the Vice President/Associate Leader include:

- Help the President lead the Club;
- Exchange ideas with the Leadership Team about Club meetings and activities;
- Lead Club meetings when the President is absent;
- Arrive early for Club meetings (suggested time—at least fifteen minutes);
- Be sure the meeting location is clean;
- Set up the chairs for the meeting;
- Welcome Club Members to meetings;
- Listen and share Member ideas and concerns with the Leadership Team;
- Communicate on a regular basis with the Leadership Team.

Examples of responsibilities of the Secretary/Assistant include:

- Assist the President and Vice President with leading the Club;
- Exchange ideas with the Leadership Team about Club meetings and activities;

- Support the Leadership Team with Club meeting plans and preparations;
- Lead Club meetings if the President and Vice President are absent;
- Keep a record of the names and contact information for all Club Members;
- Set up a communication network with Club Members in case there is a need to communicate with Members before a meeting;
- Remind Members a few days in advance of meetings;
- Arrive early for the Club meetings (suggested time—at least fifteen minutes);
- Welcome Club Members to meetings;
- Listen and share Member ideas and concerns with the Leadership Team;
- Communicate on a regular basis with the Leadership Team.

There are a variety of ways that the Leadership Team can be configured. For more ideas about Leadership Team structures, listen to the English Club webinar (online at: <https://americanenglish.state.gov/resources/american-english-webinars#child-2146>) and read the *Forum* article, “Community-based English Clubs: English Practice and Social Change Outside the Classroom” available online at: <https://americanenglish.state.gov/resources/english-teaching-forum-volume-54-number-3#child-2162>.

Continue reading to find out how to prepare, organize, and manage Club meetings.

Preparing for Club Meetings

The President should be sure to follow suggestions and ideas from Club Members when preparing Club meetings. Topics of interest to the Club should be selected, and a wide variety of activities that deal with the topic should be included in Club meeting agendas. Note: If the President cannot attend a Club meeting, then the Vice President or Secretary must lead the meeting in the President's absence.

Consult the list below when preparing a Club meeting:

1. To choose a topic for a Club meeting, browse through *Section 2*;
2. Select a topic of interest;
3. Read the activities included in the topic;
4. Select one, two, or three activities—depending on the length of time for meetings;
5. Refer to *Section 3* to plan and organize each activity;
6. Prepare the meeting agenda and sequence the activities in an interesting way for the Club Members;
7. Check through the activities for supplies needed such as paper, pens, markers, and pencils and bring these to the meeting;
8. Share the meeting agenda with the Leadership Team and ask for feedback to ensure the meeting agenda is clear and interesting.

Important Techniques for Club Meetings

Sometime during the first few meetings it is important that Club Members learn several techniques. These are designed to help Members interact so that everyone can feel free to practice English. When Members learn these

techniques, it will be easy for the Club meeting to run smoothly. Techniques include:

- Active Listening
- Brainstorming
- Organizing and managing pairs and small and large groups
- Using gender-based groups

Active Listening

Active Listening is a useful technique for people to use when they exchange ideas, particularly when the ideas may be controversial or when Members have different opinions on a topic. Below is a script that the Leader can use to introduce and practice this technique with Club Members.

[The Leader says to Club Members:]

Do you know who the Native Americans are? [The Leader should give Members time to answer and then say:] *Native Americans lived in the U.S. before Europeans came. Many Native American ideas and proverbs were used by the European immigrants to America to encourage good behavior as citizens and human beings.*

Mary T. Lathrap is a writer from the 1800s who wrote many poems and short essays on good behavior. One of her famous poems, “Walk a Mile in His Moccasins,” uses a Native American term, moccasins, for shoes. Read with me in the Guide on [page 22](#).*

BEFORE WE CAN UNDERSTAND OTHERS, WE MUST WALK A MILE IN THEIR SHOES. BEFORE WE CAN WALK IN OTHER PEOPLE’S SHOES, WE MUST FIRST TAKE OFF OUR OWN.

[*The Grammarist. “Walk a Mile in Someone Else’s Shoes.” grammarist.com/phrase/walk-a-mile-in-someone-elses-shoes/. Accessed 27 Jan. 2017.]

[The Leader continues:] *What does this proverb mean to you?*

[The Leader should encourage Members to share their ideas. Here are a few ideas they might share:

- We have to listen without judging the other;
- We should not assume that we know what someone means; we should ask;
- We should be willing to put our own beliefs aside to try to understand someone else.

After Members share their ideas, the Leader says:]

The goal of this English Club is to practice English. We can’t practice unless we talk to each other. We will have many ideas, and some ideas will be controversial—this is a stimulating way to practice English. However, we must talk to each other respectfully by asking polite questions and rephrasing what the other person has said until we understand what the other person means. In the U.S., this technique is called Active Listening.

Today we will talk about this technique. We will practice Active Listening and use it in our Club meetings. We must remember the lesson of this proverb for Active Listening: listen without judging others. We will use Active Listening in our meetings when people have different opinions. By listening actively we can understand different points of view—even though we may not agree. It is OK if we don’t always agree.

What do we do when we listen actively? Let's read together. Turn to [page 22](#).

- *Listen to the words and feelings of the Member.*
- *See the world and feel the world through the Member's eyes—empathize with this person.*
- *Try to understand the Member's feelings.*

[The Leader must let Members ask questions or make comments. Then the Leader says:]

Now, let's read together the Rules for Active Listening:

Rules for Active Listening

- *Let's not think about our opinions—let's listen to each other.*
- *Let's try not to judge others.*
- *Let's try to understand each other as if we are walking in each other's shoes.*
- *Let's listen with:*
 - *Our ears;*
 - *Our eyes;*
 - *Our hearts.*
- *Let's watch for non-verbal signs when Members talk.*
- *Let's allow Members to talk and then ask them to explain further.*

[The Leader pauses to see if Members have questions or comments. Then the Leader says:]

Here are some questions that Members can ask each other to clarify ideas:

- *Could you explain further?*
- *Can you tell me more about _____?*
- *I want to try to summarize your idea—may I?*
[Member summarizes the other's idea.]
- *Let me check. Did you say _____?* [Member summarizes the other's idea.]
- *You said _____. Is this correct?*
- *I want to try to restate your opinion without criticizing you—may I?*

[The Leader must let Members ask questions or make comments. Then the Leader says:]

As the Club Leader, I have rules to follow to help all of us be active listeners. Here are my rules. I will:

- *Ask Members to summarize or restate their comments;*
- *Stop anyone from criticizing another Member;*
- *Make positive comments to the Members who follow the rules.*

Now, let's try practicing these rules.

[The Leader selects a topic and asks Members to talk about their opinion of the topic while they practice Active Listening. The Leader says:]

- *Talk with the Member sitting next to you. To practice Active Listening, let's talk about the topic of [the Leader chooses a topic—be sure to prepare the topic before the Club meeting. Examples of topics to use to practice Active Listening: People should be free to*

smoke as many cigarettes each day as they want ... or ... Everyone should learn English. The Leader should be sure to choose a topic that will be easy—and controversial—for everyone to talk about.].

- *One of you is Club Member 1, and one of you is Club Member 2.*
- *Tell each other what you think about [the Leader says the topic chosen].*
- *Member 1 speaks first. While Member 1 speaks, Member 2 must practice Active Listening.*
- *When Member 1 is finished speaking, Member 2 must restate what she heard Member 1 say.*
- *Then, Member 2 must check with Member 1 that she is correct.*
- *When Members 1 and 2 are finished, do the reverse. Member 2 tells Member 1 what she thinks, and Member 1 practices Active Listening.*

[The Club Leader walks around and helps Club Members practice Active Listening. Members may need approximately fifteen minutes to practice. When time's up, the Club Leader asks everyone to share their experience, thoughts, and reactions. The Leader can ask some of these questions and/or create other questions that can help Members think about and understand the value of Active Listening:]

- *What were your thoughts and feelings as you practiced Active Listening with your partner?*
- *What was easy to do?*

- *What was hard to remember to do?*
- *Do you think this strategy can be helpful for us to use? Explain.*

[For additional practice, the Leader can use the skit in *Section 2, Practicing Active Listening* on [page 24](#). The Leader uses the topic *Skits, Interviews, and Role-Plays* to prepare the Members for this skit. When the skit is finished, the Leader says:]

- *Let's think about this skit. Does anyone have any observations?*
Anything you'd like to say?

[The Leader waits for Members to make comments and helps Members explore this technique further. When the conversation is finished, the Leader says:]

- *This skit gives us more of an understanding of this important technique, Active Listening.*
- *As we continue to have Club meetings, we will continue to work on developing these skills.*
- *We have all done a good job as we begin to learn how to use this technique.*

Brainstorming

Brainstorming is a useful technique for people to use when they want to create new ideas. Below is a script for what the Leader can say about this technique with Club Members.



Brainstorming is a technique to find new ideas. Brainstorming is NOT a technique to find the best idea. It's a technique to find LOTS of fun, interesting, silly, or important ideas. Turn to [page 25](#), and let's read the rules for brainstorming.

Rules for Brainstorming

- *Everyone has ideas.*
- *All ideas are good.*
- *Don't criticize any ideas.*
- *Don't debate any ideas.*
- *No idea is crazy or bad.*
- *Use one idea to create a new idea.*
- *Give lots of ideas.*
- *Be creative, funny, crazy!*

[The Leader says:]

- *Any questions?*
- *Let's practice brainstorming.*
- *Now, I need a volunteer who can write down our ideas.*

[The Leader chooses a volunteer to write ideas on paper or the chalkboard—all ideas—without comment. Then the Leader says:]

- *Here's an exercise for us to practice brainstorming. Here is the problem: What can we do with plastic bottles? We use them to hold water, but now let's brainstorm creative ideas for using them.*

[The Leader encourages Members to give ideas. The volunteer writes them down. Stop after five to ten minutes. Then the Leader says:]

Good ... now, here is another practice. This is not a true story—it is a brain game!

Let's imagine that last week, there was a plane crash in our community, and inside the plane we found 1,000,000 footballs. What can we do with these balls?

[It may take Members time to begin brainstorming. If no one gives suggestions, the Leader can give some ideas. Remember that all brainstorming ideas must be accepted. The Leader can say:]

I see that some of you are hesitating. I will give a few ideas to help us get started. For example, we can sell the balls at the market and use the money for our Club. We can cut up the balls and use the leather to make bags or covers for books. Here is another idea—we can give everyone in town a ball. Or, we can fill up all the balls with water and float them on the river. You see that some of my ideas may be good, others are not good, some are silly. It doesn't matter how my ideas are. When we brainstorm, we give any ideas we may have and we don't worry if they are reasonable or not.

Now, it's your turn to give ideas.

[The Leader should encourage the brainstorming for five to ten minutes. Be sure the volunteer writes down all ideas—without comment. After the brainstorming stops, the Leader asks the Members to think about the experience of brainstorming. The Leader should have a conversation with the Members. The Leader can ask some of the following questions:]

- *How did you feel when we brainstormed?*
- *Do you think brainstorming can be a useful technique?*
- *How might it be useful—and how not?*

Organizing and Managing Pairs and Small and Large Groups

The number of Members in English Clubs varies widely. Some Clubs have ten Members; others have 150 Members. In addition, each activity may require that Members work together in different ways. For example, at the beginning of meetings it may be easy to have Members work in pairs, turning to the person next to them for a conversation.

It is important that Club meetings take into account the number of Members, the activities, and the best ways for everyone to practice English.

Club meetings with eight Members or less may work as one group, pairs, or two small groups. Clubs with more than eight Members may divide into small groups. Small groups give members more opportunities to practice English. A good small group size is four or five persons.

If Members work in small groups, each Member should select a role (see table below) that he or she will be responsible for in the group. When Members are finished with the small group activity, it may be useful to share this with all Club Members. In this situation, each group can give a short (three-minute) report to the entire Club. This report can summarize the small group work. The Note-taker or Group Director can give this report. Reminder: Clubs should adjust this list to fit their own, individual, unique Club needs.

Small Group Roles

Role	Responsibility
Group Director	<ul style="list-style-type: none"> • Makes sure Members speak and listen to each other; • Helps Members use Active Listening (see pages 22 and 158–163); • Gives opportunities to each Member to speak.
Note-taker	<ul style="list-style-type: none"> • Makes notes about what the Members say; • Prepares a short report to give to the Club about the small group discussion.
Timekeeper	<ul style="list-style-type: none"> • Watches the time and makes sure the group completes the task; • Helps the Group Director make sure everyone in the group speaks equally.
Vocabulary Collector(s)	<ul style="list-style-type: none"> • Makes a note of vocabulary questions the Members have; • Tries to find answers to these questions from other Members, or an English speaker in the community, or the Internet; • Gives the Leader a list of the vocabulary questions.

Role	Responsibility
Grammarian(s)	<ul style="list-style-type: none"> • Makes a note of grammar questions or problems the Members have; • Tries to find answers to these questions or problems from other Members, or an English speaker in the community, or the Internet; • Tells the Leader what grammar problems the Members are interested in learning more about.

Using Gender-Based Groups

There are some topics that may require Clubs to create gender-based groups.

What are gender-based groups? One group is for boys/men only. The other group is for girls/women only.

Why use gender-based groups? There are two reasons for using these groups. Gender-based groups should be used for sensitive topics. For example, see the skit *Is this Love?* on [page 126](#). This skit is about a rape, and this may be difficult for girls/women to talk about in front of boys/men. Second, gender-based groups may give people an opportunity to speak more freely about a topic. For example, see the activities for Marriage Choices and Marriage Partners on [pages 135-147](#).

How should gender-based groups be created? It is important that the Club Leader makes plans in advance. The Club Leader needs to be sure there are two separate meeting places, one for each group. The meeting

places should be private so that no group can hear the other's conversations. It is important to ensure the privacy and safety of each group's conversations.

The First Ten Minutes: Starting a Club Meeting

There are many ways to start Club meetings. The Leadership Team might want to start each meeting in the same way. Sometimes, they might want to change the way that a meeting starts. It is important that the Leadership Team plans meetings that are interesting, fun, and enjoyable. The first ten minutes can play a role in making a meeting interesting—or boring.

Here are a few ideas for starting a Club meeting. Remember—start the Club meeting in a way that Members will enjoy!

- Welcome Members by greeting them by name and asking about something that is important to them;
- Ask Members to introduce themselves to the group;
- Ask Members to speak to the person next to them and then introduce this person to the Club.

Ask Members to share information such as:

- Name, occupation
- Reason for attending the Club
- Favorite color, food, musician, sports team

After Members know each other, there are lots of ways to start a meeting:

- Sing a song—in English (lots of American songs are available online at: <https://americanenglish.state.gov/culture-music-and-game-resources>);
- Memorize a short poem and recite it as a group;
- Have Members give a “news report” about international, national, or local news;
- Ask Members to report on news from an English-speaking country;
- Listen to a short podcast (lots are available at Voice of America: www.voanews.com) and then talk about it;
- Watch a short video clip and then talk about it;
- Play a quick game (lots of English language games are available online at: <https://americanenglish.state.gov/culture-music-and-game-resources>);
- Use ice breakers (see this activity for an example: <https://americanenglish.state.gov/resources/teachers-corner-modals#child-2300>);
- Ask Members to talk about what happened in the previous Club meeting.

After the welcome and introductory activity, it is time for the Leader to present the topic for the Club meeting. The Leader can:

- Ask Members to share ideas with a partner for two minutes on the topic;

- Tell returning Members to share what was talked about in the previous meeting with new Members;
- Ask Members to suggest relevant vocabulary words for the meeting topic;
- Give two or three vocabulary words about the topic that Members must use in the meeting.

Remember: There are many different ways to begin meetings. If Members have fun, they will be happy to return each week.

Club Meeting Activities

This section gives step-by-step directions for planning, organizing, and managing many of the most popular Club meeting activities:

- Skits, interviews, and role-plays
- Guest speakers
- Debates
- Introductions and short stories
- Conversations
- Reading activities
- Writing activities
- Vision boards
- Action plans
- To continue learning

After deciding on the topic for the meeting, the Leader needs to choose the activity(ies) the Club will participate in during the meeting. Each activity is explained below.

Skits, Interviews, and Role-Plays

What is a skit? A skit is a short conversation or dialogue between two or more people. It tells a story or part of a story. Synonyms for “skit” are “sketch,” “drama,” and “dialogue.” There are several skits in *Section 2*. For example, check [pages 24, 27, 53, 70, 87, 100, 126, and 130](#).

What is an interview? In this *Guide*, there are two different interview formats: imaginary interviews (similar to skits with a script that Club Members read) and guest speaker interviews (explained in the next section). There are several imaginary interviews in *Section 2*. For example, check [pages 32, 59, 76, and 108](#).

What are role-plays? Role-plays are different from skits and imaginary interviews because there is no script for Club Members to read. For a role-play, volunteers who play character roles create the dialogue or conversation spontaneously. Role-plays can be challenging because the volunteers make up the dialogue using their imagination. There are several role-plays in *Section 2*. For example, check [pages 91 and 117](#).

Preparing for Skits, Interviews, and Role-Plays

Before the Club meeting, the Leader must:

1. Prepare the meeting by reading the skit, interview, or role-play and the Conversation Questions in *Section 2*;
2. Re-read the generic directions in *Section 3*;
3. Prepare the script for the skit, interview, or role-play—fill in the topic and other information in the *Script Outline for Skits, Interviews, and Role-plays* below;
4. Count the number of characters needed for the skit, interview, or role-play;
5. Be prepared to ask Members to volunteer to play each of the character roles;
6. Prepare Conversation Questions that are culturally relevant for this activity—OR—select questions from the Conversation Questions provided in this *Guide*;
7. Write down the questions;
8. Check the Conversation Questions included with each activity throughout *Section 2* and select a few that might be of interest to Members for discussion.

It is very, very important that the Club Leader read the skit, interview, or role-play and make the preparations before the Club meeting.

Script Outline for Skits, Interviews, and Role-Plays

To introduce skits, interviews, or role-plays, the Leader should fill in (using a pencil so it can be erased and used again) and read from the following script. The Leader should always prepare the script before the meeting.

Reading this script, the Leader says:

- *For this meeting, we have a/an _____ [skit, interview, or role-play] about _____ [say the topic].*
- *Who will volunteer to read the introduction to the section? Thank you. Please read the information at the beginning of the section. (If the introduction was read during the previous meeting, say: Please read the information at the beginning of the section to remind us what the topic is about.)*
- *We need volunteers to be the Narrator and other characters. Who will be the Narrator? Who will be _____ [read the names of other characters until everyone is assigned a role]?*
- *Volunteers, please prepare the skit (interview or role-play) and dramatize it if you can by pretending you are the character. Volunteers can use props (clothes such as hats, jackets, or skirts—or furniture such as a table or chairs). These props will help the presentations be more dramatic. We will give you ten minutes to prepare. You may read the skit (interview or role-play) or memorize your section—whatever you like. [If this is a role-play, then the Leader says: Please act out the role-play and say what you think your character would say in the situation presented.]*

While the volunteers prepare the skit (interview or role-play), the Leader presents the vocabulary. The Leader says:

- *Let's look at the vocabulary for this activity.*
- *What vocabulary do we know?*
- *What vocabulary can we practice?*

After ten minutes, the volunteers preparing the skit (interview or role-play) return and present to the Club what they prepared. The Leader says:

- *We are ready to begin the skit (interview or role-play). Let's watch quietly.*
- *The Narrator may begin.*

The volunteers present the skit (interview or role-play) to the Club. The Leader must be careful—particularly for the role-play—to stop the volunteers if they take too much time.

When the skit (interview or role-play) is finished, the Leader checks that the Members understand the skit (interview or role-play). The Leader asks:

- *What happened first?*
- *What happened next?*
- *After that, what happened?*
- *What happened at the end of the skit (interview or role-play)?*

When the Leader is sure that the Members understand the skit (interview or role-play), the Club Members are ready to have a conversation about what they saw

and heard (see the section below, *Conversations and Conversation Questions*).

Remember: The Leader should prepare the Conversation Questions before the Club meeting. For the conversation, Members can talk in pairs, in small groups, or as one large group (see *Organizing and Managing Pairs and Small and Large Groups*).

Guest Speakers: Invitations and Interviews

Guest speakers can be invited to give presentations at Club meetings. The guest speakers can be selected based on Club Member interests. What do Club Members want to learn more about? They can also be selected because Club Members want information about ways they can solve a community problem such as pollution, garbage on the streets, poor schools, or any other community problem. Guest speakers can give ideas for solving the community problem. They can help Club Members create an action plan to solve the problem.

Preparing for the Guest Speaker

1. The Leader and Members brainstorm a list of experts who Members would like to have attend a Club meeting as a guest speaker.
2. The Leader writes the names of the guest speaker and the Club Member who will make the invitation.
3. The Leader and Members choose (by consensus or vote) one speaker from the list who they will invite, and they choose the date they want the guest speaker to attend the Club meeting.

4. The Member invites the guest speaker and asks the speaker to prepare a fifteen- to twenty-minute presentation on the issue or problem identified by the Club Members in a previous meeting. Points about the issue or problem that the speaker can address in the presentation might include some of the following:
 - Definition of problem or issue;
 - Brief history or background about the development of the problem or issue;
 - Current status of the problem or issue;
 - Possible partners or groups for collaboration to solve the problem or issue;
 - Possible solutions;
 - Proposed actions.
5. A few days before the meeting, the Leader and/or Member must confirm the guest speaker's attendance at the meeting.
6. If the Leader learns at the last minute that the guest speaker cannot attend, the Leader must be prepared with a meeting activity to replace the guest speaker presentation. Or, if the guest speaker is late, the Leader should have a short activity for Members to do while they wait.

At the Club Meeting

[If the guest speaker does not speak English, the Leader asks for five Members to volunteer to be interpreters. Each interpreter translates the guest

speaker's presentation into English (five minutes each), and one interprets the questions from the Members and answers from the speaker.]

The Leader or inviting Member introduces the guest speaker, giving information about the speaker's training, education, experience, and/or expertise on the presentation topic. Members are invited to ask short questions about this introduction. Then the guest speaker begins the presentation. The Leader asks the guest speaker to pause after every few minutes so Members can ask questions.

Here is an idea about what the Leader can say to introduce the guest speaker:

- *Today, I want to introduce you to [name of guest speaker], who is our guest speaker.*
- *Please give a round of applause for our guest speaker.*
- *We will have a fifteen- to twenty-minute presentation.*
- *Please listen carefully.*
- *If you have questions, wait for the guest speaker to pause and then you will be able to ask your question.*
- [If the guest speaker does not speak English and there are Members who are interpreters, the Leader can say: *I will watch the time and change each volunteer interpreter after five minutes. Thank you to the volunteers for helping us. Now, volunteers, please come to the front of the room and stand next to the guest speaker.*]
- *Are we ready to begin? Let's start.*

At the end of the presentation, the Leader calls on Members to ask the guest speaker questions that will help them think and plan for taking action to help the community. The Leader should ask Members to focus questions on advice and solutions for the problem they want to address in the community.

After the Club Meeting

The Leader and/or inviting Member should send a thank-you note via SMS or email, or mail the note to the guest speaker.

Debates

Preparing for a Debate

There are two ways to prepare for a debate. The Leadership Team should choose the way that works best for the Club Members.

1. One way to prepare for a debate is to ask Members to choose the debate topic and decide on the Members who will be on the PRO and CON teams (see *Steps to Begin the Debate*—2 and 3). The choice of debate topic can be done by consensus or vote. This decision should be made in the meeting BEFORE the debate. In this way, the Member Debate Teams have an opportunity to prepare for the debate. They can do research and check resources for information that they can use during the debate. The Leader should prepare paper ballots in case the Members want to vote in secret (see below).

2. Before the Club meeting, the Leader reads the debate topics and prepares ideas to help Members with information for the debate. The Leader should also prepare paper ballots in case the Members want to vote in secret (see below).

On the Day of the Debate

The Leader follows these steps:

- If Preparation 1 is used:
 1. The Leader begins the meeting by reviewing useful vocabulary and phrases that can be used in debates [check the online *English Club Handbooks* available at: www.americanenglish.state.gov].
 2. The Leader reminds Members of the debate topic.
 3. Then the Leader follows the *Steps to Begin the Debate* (1 and 4) below.
- If Preparation 2 is used:
 1. The Leader asks Members to choose the debate topic they want to discuss. See *Section 2* for debate topics—also check the online *English Club Handbooks* available at: www.americanenglish.state.gov.
 2. Members choose (by consensus or vote) the topic they want to debate.
 3. Then the Leader follows the *Steps to Begin the Debate* below.

Steps to Begin the Debate

The Leader should:

1. Choose a Member to be the referee—the referee is the Timekeeper and stops Members when “time’s up.” [Note: The referee must be strong and direct; if the referee cannot stop the debate speakers, the Leader must intervene.]
2. Ask six Members to volunteer and divide them into two teams.
 - a. Team A is **FOR** the topic—this is the “**PRO**” side.
 - b. Team B is **AGAINST** the topic—this is the “**CON**” side.
3. Tell Team members to select their debate role—each team has three speaker roles:
 - a. Speaker 1—this person prepares the main arguments of the debate (Pro or Con).
 - b. Speaker 2—this person gives the rebuttal against the opposing team (Pro or Con).
 - c. Speaker 3—this person prepares a summary and conclusion of the argument (Pro or Con).
4. When the Team members and referee are ready, the debate begins!

Debate Sequence and Timing

Here is the sequence for the debate speakers:

1. Speaker 1 (Team A) PRO presents the arguments (two minutes).
2. Speaker 1 (Team B) CON presents the arguments (two minutes).
3. Speaker 2 (Team A) PRO presents the rebuttal (two minutes).
4. Speaker 2 (Team B) CON presents the rebuttal (two minutes).
5. Speaker 3 (Team A) PRO presents the summary/conclusion (one minute).
6. Speaker 3 (Team B) CON presents the summary/conclusion (one minute).
7. Audience asks questions (ten minutes).
8. Audience votes on the best debate team, the Leader and referee count the votes and announce the winner, and teams congratulate each other. [The Vote Procedure: Members can raise their hands to vote, and the Leader and referee count the hands. OR, Members can vote on pieces of paper—in secret. If paper ballots are used, the Leader must prepare the ballots in advance of the Club meeting.]

Debate in Eight Easy Steps

Team A



Speaker 1

1. PRO
Presents the arguments
2 min



Speaker 2

3. PRO
Presents the rebuttal
2 min



Speaker 3

5. PRO
Presents the summary/conclusion
1 min

Team B



Speaker 1

2. CON
Presents the arguments
2 min



Speaker 2

4. CON
Presents the rebuttal
2 min



Speaker 3

6. CON
Presents the summary/conclusion
1 min



7. Teams A and B answer audience questions.
8. The audience votes on the best debate team.

Reading Activities

At the beginning of each topic in *Section 2*, there is a short reading called *Introduction*. In addition, most topics have *Short Stories*.

There are several ways that these readings can be used in a Club meeting. The most common, traditional way is to ask for a volunteer to read out loud. Or, the Leader can read it. Or, several people can read, each one taking a sentence or paragraph.

In addition to having someone read the selections out loud, there are many activities and techniques that can be done with these short readings (see *The Readers Club Handbook* online at: www.americanenglish.state.gov).

Here are a few ways to use the Introductions and Short Stories. Remember: Leaders must prepare for the Club meeting in advance. Reading through the activity and selecting techniques, including the reading strategies below, will help make the Club meeting interesting and fun.

Scanning

When we scan, we move our eyes slowly down each page of a text. Our purpose in scanning is to look for specific information without reading each word. To encourage Club Members to scan, Leaders can ask them to find an answer—and make this into a game by telling them they will have X number of seconds to find the answer. For example, in the Introduction for *Democracy*, we can ask Members to find the name of a person in the text. Or, we can ask them to find the number in the text. Scanning can help Members become interested in the reading.

Looking for Vocabulary

Another way to begin an Introduction or Short Story is to ask Members to read very quickly and to look for words they do not know. Leaders can create a list of these words and then review them before reading the text and beginning the activity.

Recalling What We Know

The Leader picks one word that represents an idea that Members will read in the Introduction or Short Story. The Leader tells the Members this word and asks Members to say whatever thoughts or ideas they may have when they hear the word. This technique helps Members prepare for the topic they will read. It can be fun to see if any of the thoughts or ideas appear in the Short Story or Introduction. For example, under the topic of *Democracy*, there are Two Short Stories. By asking Members to say whatever comes to their minds about “Hong Kong” and “New York City,” this can prepare Members to focus on the reading they will do.

Predicting

Everyone uses this strategy every day. We predict—or guess—what will happen next, using our experiences. For example, if our mother always puts lots of hot pepper in food, then we can predict—or guess—with some accuracy that she will serve us food tomorrow with lots of hot pepper in it.

We use predicting in many different ways. One quick technique is to read the title of a short story and ask Members to predict what they think the story will be about. For example, the section on *Refugees* has a skit entitled *The Death Boat*. The Leader can say:



- *In a minute, we are going to read a story called The Death Boat. What do you think this story might be about?*
- *Who might be in the story?*
- *Where might the story take place?*

No one will know the answers to these questions—it will be fun to hear Member ideas and then see what the story is actually about.

Leaders will find another example of predicting in *Section 2*, [page 50](#).

Note: For more ideas to help with reading Introductions and Short Stories, check online for *The Readers Club Handbook* available at: www.americanenglish.state.gov.

Writing Activities

As with reading, there are lots of ways to integrate Writing Activities into Club meetings. When Members write, they can create more material that the Club can use at future meetings. *Section 2* has lots of Writing Activities.

When using Writing Activities, it is very important that Leaders encourage Members to be creative and imaginative. Leaders should be sure to remind Members—before they begin writing—that there will not be any one correct way to complete the Writing Activities. Leaders can say:

- *Remember to be creative and imaginative.*
- *Think about the ways you might respond to the situation presented in the writing activity and then use this to prepare your piece of writing.*

- *Don't forget—when you write, there is no one correct answer to these writing activities.*

This *Guide* presents two types of Writing Activities: Continue/Finish the Skit/Story/Interview/Role-Play and Point of View.

Continue/Finish the Skit/Story/Interview/Role-Play

Leaders can ask Members to either continue or finish a skit/story/interview/role-play. For example, in the section on *Love and Marriage*, the topic *Marriage or Business* is a skit about two people, Antoinette and Michael, and Antoinette's family, [page 130](#).

We don't know what happens next—we are left with lots of questions. For example:

- Does Michael give the money and purchase the motorbike?
- Does Michael end the engagement?
- Does Antoinette give her money to Michael for the marriage?
- Do Michael and Antoinette marry without the permission of Antoinette's family?

We don't have answers to these questions. This Writing Activity asks Members to imagine how the skit might continue or end. Using creativity and imagination, Members write endings that they imagine might happen based on the information they have so far.

When Members finish writing the skits, these skits can be used at the end of the Club meeting or in a follow-up meeting. Leaders can ask Members to read or present their skits to the entire Club.

Specific directions including questions to help Members complete the Writing Activity are in *Section 2*. Leaders should be sure to read the Writing Activity before the Club meeting.

It is important that Leaders remind Members that the questions included in each Writing Activity are suggestions and possible ideas to include in their writing—they are not required. Members should be free to interpret the Writing Activities as they wish and be as creative and imaginative as they can.

Point of View

Leaders can ask Members to write a skit/story/interview/role-play that changes the point of view. Changing the point of view gives Members opportunities to consider different ways to view a skit, idea, and/or opinion. For example, in the section on *Leadership*, the topic *Majority Rules or Consensus* is a skit with Nelson Mandela and several friends, [page 70](#).

We don't know what these friends think about Mandela's suggestions for consensus—we have lots of questions:

- What do the friends talk about after the meeting?
- Do they argue with each other? Do they try to convince each other?
- Do these friends reach consensus, as Mandela wants them to?

- What do these friends think about the notions of consensus and majority rules?
- Why do they hold these opinions?

We don't have answers to these questions. This Point of View Writing Activity asks Members to imagine what some of the friends talk about after the meeting with Mandela and before the next meeting. Members need to be creative and imaginative. They need to try to put themselves in the character of the person they are writing about. They need to try to think like the character.

At the End of Each Writing Activity

At the end of each Writing Activity, the Leader should be sure to say to Club Members:

- *Do you have other ideas that you might write about using the skits (stories, interviews, and/or role-plays) that we have read?*
- [The Leader should be sure to give Members time to make suggestions. The Leader may want to brainstorm with Members to find topics of interest for them to write. Then the Leader says:]
- *Don't forget—if you have any ideas for writing or for other Club activities, please share them with the Leadership Team and we will be sure to integrate them into a future Club meeting.*

Vision Boards



A Vision Board can be a poster, paper, screenshot, or mural on the side of a building. It can be a piece of paper or poster board with drawings, photos, and pictures cut from magazines. The Vision Board is a visual representation of your wishes, dreams, and/or desires for positive change in your community. It can be developed on a smartphone or computer via Pinterest (www.Pinterest.com), where everyone has access to the photo board. You can read the following article for guidance on using Pinterest: <http://rossieronline.usc.edu/blog/pinterest-for-students/> or see their Help Center to get started: <http://help.pinterest.com/en/guide/all-about-pinterest>.

For English Clubs, the Vision Board is a visual reminder of the positive changes the Club wants for the community in the future. For example, imagine that your community would like to have all children wear school uniforms, but the reality is that many families cannot afford school uniforms. On the Club Vision Board, Members can draw or find pictures of students in school uniforms. Members can also draw pictures or find photos to show what the Club can do to ensure that all children get uniforms.

To prepare for the Club meeting in which Members will create Vision Boards, the Leader should:

- Ask Members at the end of the previous meeting to come to the next meeting with photos and magazines, scissors, tape/glue, and/or their phones or laptops;
- Collect and bring photos and magazines with pictures to the next meeting;
- Collect and bring scissors, tape/glue, markers, and pencils to the next meeting;
- Prepare the Club agenda, including plans for grouping the Members (pairs, small or large groups) during the Vision Board activity;
- Review the steps in creating Vision Boards.

At the Club meeting, the Leader should:

- Ask Members to brainstorm (see Brainstorming in *Section 2*) their visions for their community;

- Group Members according to the prepared plans;
- Have Members in each group collaborate on creating a Vision Board;
- Ask groups to present their Vision Boards to the entire Club;
- Place the Vision Boards where Club Members can see them and feel inspired;
- Select (by paper ballot, hand vote, or consensus) a vision that Members want to focus on in the community;
- Return to groups and create Action Plans (see below).

Action Plans



An Action Plan is a step-by-step guide that Members use to solve their community problems and enact their visions. Action Plans are social-change activities. Social change begins when Club Members talk about important community issues. When Members take actions to change their society, they are committed to improving the lives of their neighbors. Social-change activities can be paired with skits, guest speaker presentations, and role-plays. These activities can lead to Vision Boards. From these Vision Boards, Action Plans can be created.

By creating a Vision Board, Club Members identify the problem or issue that they want to change. When the problem is identified, Members can create the Action Plan.

Here are the steps for Leaders to take when Members want to solve a problem in their community. To prepare for the Club meeting, the Leader should:

1. Plan one or two brainstorming prompts that will give Members an opportunity to be playful and creative (see the Brainstorming section on [page 163](#) for sample brainstorming prompts);
2. Prepare a chalkboard, poster paper, and/or a computer with screen;
3. Bring pens, poster paper, regular paper and/or laptops;
4. Prepare paper ballots in the event Members want to take a secret vote;
5. Identify a few ideas, wishes or desires, and problems in the community that Members might be interested in solving.

At the Club meeting, the Leader should:

1. Welcome Members to the meeting;
2. Identify the topic of the meeting: A community Vision Board and/or Action Plan;
3. Ask Members to create a Vision Board (see [page 190](#)) for a community idea/wish/desire that they have (using pairs, small groups, or large groups);
4. Ask groups to share their Vision Boards;
5. Encourage Members to select (by paper ballot, hand vote, or consensus) one vision they want to make as the Club goal;
6. Lead Members in one or two warm-up brainstorming prompts that are playful and fun;
7. Record Members' brainstorming ideas (see Brainstorming on [page 163](#));
8. Ask Members to brainstorm various strategies they might use to reach their vision goal and be sure to record all brainstorming ideas;
9. With Members' input, complete the Action Plan (see below).

After the Club meeting, the Leadership Team should follow up with the various Members who committed to take responsibility for different parts of the Action Plan.

For more specific, detailed information about creating a Vision Board and Action Plan and sustaining social change in the community, check the following online resources:

- The online *English Club Handbooks* available at:
www.americanenglish.state.gov
- The *Forum* article, “Community-based English Clubs: English Practice and Social Change Outside the Classroom” available at:
<https://americanenglish.state.gov/resources/english-teaching-forum-volume-54-number-3#child-2162>
- Information from UNICEF at:
http://www.voicesofyouth.org/files/Connect_Action_Plan_en_54b5478097b3b.pdf

Sample Action Plan*

What is the issue/problem Club Members want to solve?

How will the Members solve the issue/problem?

Complete the boxes below to create the Action Plan. If more work boxes are needed, add more below. If there are fewer, leave boxes empty.

What	Who	When	How	Results	Complete
Work	People Responsible	Timeline	Materials Needed	Solutions	Work Completed (Yes/No)
1.					
2.					
3.					
4.					
5.					

*Adapted from UNICEF's *Voices of Youth Connect Action Plan* at:

http://www.voicesofyouth.org/files/Connect_Action_Plan_en_54b5478097b3b.pdf

Conversations and Conversation Questions

Most Club meetings should include time for conversations after activities. For most Club activities in this *Guide*, Conversation Questions are included. The Leader should carefully choose some of these questions before the Club meeting and give them to Members when it is time to talk about the activity. In addition, the Leader can create new or different Conversation Questions that might be more interesting for Members to talk about. Remember: The Leader should use this *Guide* for ideas—and create the Club's own, unique, distinct Conversation Questions that may be more relevant and appropriate to the particular Club atmosphere.

To begin the conversation, the Leader says:

- *Look at the Guide* (or the resource the Leader has for the Club) *on page* [Leader gives the page number].
- *Let's talk about the Conversation Questions* [Leader can suggest the prepared questions for the Members to talk about].
- *Who will volunteer to read the questions aloud for us* [the Leader selects a volunteer(s) to read the questions]?

- [When the volunteer finishes reading the questions, the Leader says:] *Good job. Are there any questions about the meaning of words in these questions?*
- [The Leader and Members can help explain words that are difficult.]
- *Good. Now we're ready to have a conversation. Let's use these questions to help us talk with each other.*
- *Today we will talk about these questions in [pairs, small groups, or large groups—the Leader and/or the Members decide this].*

During these conversations, the Club Leader visits each pair (small or large group). If there is arguing, the Leader reminds Members to use Active Listening. After fifteen to twenty minutes, the Leader says:

- *Time's up. Let's listen to each pair's (group's) ideas.*

The Leader gives each pair (small or large group) time—no more than five minutes—to share their conversation. After each pair (small or large group) speaks, the Leader can respond in a few different ways depending on what was reported. Here are some ideas for the Leader to say:

- *Thanks for sharing.*
- *Please remember that we are here to practice English.*
- *Remember to use Active Listening.*
- *All Members have a right to their own opinions.*
- *We understand that this story presents a difficult dilemma.*
- *For this reason, there is not just one correct answer.*

When everyone is finished sharing ideas, the Leader asks:

- *Now, what issues does this story raise for us?*
- *What problems do we have in this community that are similar to _____ [say the topic of the skit, interview, or role-play or the person the skit, interview, or role-play is about]?*

The Leader must remember to give Members time to think and then ask them to share their ideas. The Leader should ask a volunteer to write down the Members' answers so the Club can use them at other Club meetings.

Then the Leader says:

- *I hope you enjoyed this meeting.*
- *At our next meeting, we will talk about _____ [tell them the topic of the next meeting].*
- [OR] *At our next meeting, what topic would you like to talk about?*
Here are some topics or ideas that we can choose _____ [tell them the topics and ask them to select the topic they would like to talk about].
- *I hope you will return so we can continue practicing English.*
- *Thanks for coming.*

Note: If the Club wants to talk about a topic that is not in this *Guide*, the Leader should encourage this. Also, the Leader can find many more topics in the online collection of *English Club Handbooks*. These are available at: www.americanenglish.state.gov.

To Continue Learning

In some of the sections, there is an activity called *To Continue Learning*. This is additional information for all Club Members. Members can consult the resources if they are interested in learning more about the topic, idea, or action. The Leadership Team should encourage Club Members to continue learning and sharing what they learn. Clubs can create their own lists of websites, resources, and references that they find when they are online and/or at a public library or American Corner.

Working with Sections 2 & 3

Now that you understand how to prepare, organize, and manage Club meetings including the various activities, let's look at how to work with *Sections 2 and 3*.

Turn to the *Table of Contents* and look at *Section 2: For English Club Members*. In addition to the *Introduction*, there are five topics:

- Democracy
- Freedom of Expression
- Leadership
- Refugees
- Love and Marriage

Under each topic, there are a variety of activities. For example, under the topic of *Leadership*, there are the following:

- Introduction
- Majority Rules or Consensus: A Skit



- Friends Talk: Two Writing Activities
- An Interview with Nelson Mandela
- Characteristics of Good Leaders: A Conversation
- Characteristics of Good Followers: A Conversation
- Leader or Follower? A Skit
- Attending the Game: Writing Activity
- Truth & Reconciliation: A Role-Play and Conversation
- A Letter to the TRC: Writing Activity
- Guest Speaker: Ideas for a Presentation
- Debate Topics
- A Vision Board for Leadership
- To Continue Learning

We can match each of these activities with directions for organizing these activities in the *Table of Contents, Section 3*. Using the topic of *Leadership* as an example, here are the pages to match up *Section 2* and *Section 3*:

<i>Section 2, Leadership</i>	<i>Section 3, Club Meeting Activities</i>
Introduction	page 184
Majority Rules or Consensus: A Skit.....	page 174
Friends Talk: Two Writing Activities	page 186
An Interview with Nelson Mandela	page 174
Characteristics of Good Leaders: A Conversation	page 197
Characteristics of Good Followers: A Conversation.....	page 197
Leader or Follower? A Skit	page 174
Attending the Game: Writing Activity	page 186

Truth & Reconciliation: A Role-Play and Conversation page 174

A Letter to the TRC: Writing Activity page 186

Guest Speaker: Ideas for a Presentation..... page 176

Debate Topics page 179

A Vision Board for Leadership..... page 190

To Continue Learning..... page 200

Each activity in *Section 2* can be matched with generic directions in *Section 3*. To prepare for a Club meeting, Leaders must be sure to read and organize not only the specific activity in *Section 2* but also the generic directions for the activity(ies) in *Section 3*. In addition, Leaders should re-read from time to time the topics:

- Important Techniques for Club Meetings:
 - Active Listening [page 158]
 - Brainstorming [page 163]
 - Organizing and Managing Pairs and Small and Large Groups [page 166]
 - Using Gender-based Groups [page 168]
- Talking about Sensitive Topics: Trauma and Mental Health [page 12]

Note: All pages of this *Guide* can be Xeroxed/photocopied. There are no photocopy protections on these materials.

Advice for English Club Leadership Teams

The success of Club meetings depends on the Leadership Team and the preparations that the Team makes for the Club meetings. After every meeting, the Leadership Team should answer the questions in the table below, *Successful English Club Meetings*. For “no” answers, the Team should read *Problems and Solutions for English Club Meetings*. As the Leadership Team masters the skills of helping Members communicate more effectively, it will become easier to facilitate Club meetings.

After every meeting, the Leadership Team can ask Members for their feedback by asking them the “yes/no” questions in the table below. The Team can write the questions on a chalkboard or whiteboard, and Members can write “yes” or “no” on a piece of paper at the end of the meeting. Or, the Leader can read the questions and ask Members for a show of hands for “yes” and “no” answers.

The Leadership Team should use this information to help them improve Club meetings and apply some of the strategies in the *Problems and Solutions for English Club Meetings* section.

Successful English Club Meetings

	YES	NO
Do all Members speak English at the meetings?		
Do all Members—men and women (boys and girls)—participate equally?		
Do all Members feel free to speak?		

	YES	NO
Do all Members want to practice English?		
Do all Members have equal time to speak?		
Do Members help each other with vocabulary?		
Do Members help each other with grammar?		
Do most Members attend regularly?		
Are the meetings fun, lively, and interesting?		
Do Members want to select the topic for the next meeting?		
When the meeting ends, do all Members know the next meeting date and place?		

Problems and Solutions for English Club Meetings

Using the “no” answers from *Successful English Club Meetings*, the Leadership Team should check the table below to find solutions to the problems they have identified in Club meetings. It can also be helpful to speak with Club Leadership Teams from neighboring Clubs to see what problems they have and what solutions they may have found for solving their problems. Remember—there is no one correct way to solve problems in Club meetings!

Problem	Solution
Some Members talk all the time.	<ul style="list-style-type: none"> Members decide how much time each person can speak. Recommended time is three minutes. Pick a Timekeeper. The Timekeeper is the referee (similar to a football referee). The Timekeeper watches the time and says “time’s up” when appropriate.
Members who are one gender speak more than Members who are another gender.	<ul style="list-style-type: none"> The Leader can talk with the women privately and the men privately to listen for solutions. Have two or three meetings for women only and two or three meetings for men only. Then, men and women meet and talk about the differences when the genders meet separately. For some Club meetings, the men and women can go into different rooms for forty-five minutes. Then, they come back and form a big group to talk about this experience. Try this for two or three meetings. In the <i>Guide</i>, each topic has discussion questions. Men and women can be divided and meet in single-sex groups to discuss the topic.

Problem	Solution
Some Members don't come regularly.	<ul style="list-style-type: none">• The Leader can ask Members:<ul style="list-style-type: none">▪ Is our meeting day and time still convenient?▪ Is our meeting location still convenient for most of us? If “no,” brainstorm different dates, times, and locations.▪ Would you like different conversation topics and activities?▪ If our conversations are not interesting, what would you like to talk about?▪ Can we choose the topic for our next meeting before we go?• The Leader must use Active Listening and try to understand the Members and find solutions to the problem.• At the end of each Club meeting, the Leader should say, “Remember that we will meet [give the date, time, and place for the next meeting].”• The Leader can ask Members to call each other one or two days before the next meeting to remind Members about the meeting.• Or, the Leader can schedule a reminder email or social media post one or two days before the meeting and on the day of the meeting.



Problem	Solution
Some Members argue about English grammar or vocabulary.	<ul style="list-style-type: none"> • The Leader should: <ul style="list-style-type: none"> ▪ Choose a Member to write down confusing vocabulary or grammar and find an English speaker to explain the confusion; ▪ Have the Members give a report at the next meeting about the vocabulary or grammar problem.
Some Members get angry or disagree with other Members.	<ul style="list-style-type: none"> • The Leader can say: <ul style="list-style-type: none"> ▪ Remember that we are here to practice English and not to convince others to accept our point of view; ▪ Let's use Active Listening. ▪ First tell us the Member's opinion and then say yours.

Problem	Solution
Some Members want to talk about politics.	<ul style="list-style-type: none">• The Leader can say:<ul style="list-style-type: none">▪ We are not here to discuss the negative elements of people or politicians. We are here to identify how to solve problems in our community, discuss how others have solved similar problems, and decide how we can learn from those experiences.▪ Remember what President John F. Kennedy said, “Ask not what your country can do for you—ask what you can do for your country.” Now, let’s find ways the English Club can help our people!
Some Members like to talk about their religion.	<ul style="list-style-type: none">• The Leader can say:<ul style="list-style-type: none">▪ We are not here to talk about religion.▪ We are discussing _____ [state the topic] and thinking about ways to help our community.

Problem	Solution
Some Members feel threatened or bullied because they struggle to speak at a meeting.	<ul style="list-style-type: none"> • The Leader can say: <ul style="list-style-type: none"> ▪ Remember that we are here to practice English and not criticize anyone. ▪ The more you practice, the better you'll get. ▪ Allowing ourselves and others to make mistakes is part of the learning process. ▪ Remember that we want the Club to be a safe place where Members can speak freely. • The Leader must also remind Members to speak freely and to feel confident about practicing English.

Conclusion

Congratulations! You now have the basic information that you need to create a successful English Club Leadership Team! Be sure to also check the resources at:

- The *English Club Handbooks* at:
www.americanenglish.state.gov
- The English Club webinar at:
<https://americanenglish.state.gov/resources/american-english-webinars#child-2146>

- The *Forum* article, “Community-based English Clubs: English Practice and Social Change Outside the Classroom” at: <https://americanenglish.state.gov/resources/english-teaching-forum-volume-54-number-3#child-2162>

Remember: It is important to be creative and listen to Members—use their ideas, concerns, and comments as you plan Club meetings.

Don’t be discouraged if a meeting is not successful. Don’t forget: *The best-laid plans of mice and men often go awry*.^{*} No matter how carefully you plan, it is always possible that something goes wrong. It may be impossible to predict the outcome of a meeting—but—planning a Club meeting is better than not planning a meeting!

Be open, be honest. Communicate with the Leadership Team and Club Members.

Most importantly—don’t give up! Keep on trying. Leading a Club is a bit like being a scientist. Try something at one meeting. If it doesn’t work, try something different. Keep experimenting until something works. Sooner or later you will discover ways to make your English Club meetings successful!

Remember also: There is no one correct way to lead an English Club—make your Club unique, make it your own! Make your Club a safe, fun place where your family, friends, and colleagues can practice English, talk about interesting topics, and help the community.

Be in touch with and reach out to the Leadership Teams in other Clubs. Share your ideas, problems, and solutions with each other. See how you can support and encourage each other as you all work to practice English. Create a national English Club Facebook page and share ideas, activities, strategies, and advice. Build a national movement and hold an English Club Festival to meet and exchange ideas with a broad audience. Be as creative as you can!

Also, be in touch with the U.S. Embassy. They can help and support the work of your English Club. Share your successes with them—let them know the progress your Club is making.

Most importantly ...

Good luck!

Practice English!

Help the community!

Have fun!

*From the poem “To a Mouse,” by Robert Burns

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I want to thank all the people whose hard work, dedication, and insights into the needs of English language learners and English Clubs in countries all around the world inspired this project.

English Clubs: The Concise Guide for Leaders and Members is a compilation of my work from earlier projects. To learn about topics, themes, and interests that youth enjoy talking, reading, and writing about, I spoke with and surveyed more than 2,000 English Club Leadership Teams and Club Members. I am grateful to these individuals for sharing their ideas, insights, and suggestions with me. Drawing on these, my decades of teaching and research in English language education, and numerous English Language Specialist projects, I wrote *The English Club Leader Guide*, *The English Club Member Handbook*, and *The Readers Club Handbook*. *The Concise Guide* contains a few activities from these *Handbooks* and additional, new material!

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Practice English!

Choose Interesting Activities!

Be Creative!

Help the Community!

Have Fun!



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